DOCUMENT RESUME

ED 162 003 UD 018 699

AUTHOR	Arnoff, Steven M.; And Others
TITLE	Metropolitan Planning Project, 1975-77. Final Performance Report.
INSTITUTION	Metropolitan Planning Project, Newton, Mass.
PUB DATE	Oct 78
NOTE	150p.; For related documents, see UD 018 596 and UD 018 697-698; Three pages of copyrighted material have been deleted from the appendices; Not available in hard copy due to reproduction quality of the original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Anti Segregation Programs; City Wide Programs; Curriculum Guides; Educational Assessment; *Educational Programs; Elementary Secondary Education; *Human Relations Programs; Minority Groups; Program Administration; *Program Development; *Program Effectiveness; Program Evaluation; *School Integration
IDENTIFIERS	*Massachusetts (Boston); Metro Ethnic Heritage Resource Centers; Metropairways; Metropathways; *Metropolitan Planning Project

ABSTRACT

This report summarizes the development of the Metropolitan Planning Project's (MPP) plan for the phased elimination of racial and ethnic isolation in the schools of the Boston metropolitan area by voluntary means, covering the period from October 1975 through September 1976. A specific description of the number and characteristics of the population benefiting from MPP is presented in terms of its three component programs: METROPATHWAYS, METROPAIRWAYS, and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC). The statement of accomplishments of the MPP are compiled by individual program. Goals, objectives, and activities specified in the MPP proposal for each of the component programs are provided in the Appendix. Also appended are METROPATHWAYS curriculum guides, student workshop agendas, school attendence records, and grade performance. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OCT 23 1978

ED162003

METROPOLITAN PLANNING PROJECT

1975-77

FINAL PERFORMANCE REPORT

October, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Steven Arnoff
Metropolitan Planning Proj.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This report has been prepared by the METROCENTER for Resource Development and Communications at the Metropolitan Planning Project in Newton, Massachusetts and is principally the work of Steven M. Arnoff.

UD018699

TABLE OF CONTENTS

FINAL REPORT OF PROGRAM PERFORMANCE - 1975-76

A. Population Benefiting from Assistance ..... Page 1

B. Statement of Accomplishments 10

METROPATHWAYS 10

METROPAIRWAYS 18

METRO ETHNIC HERITAGE RESOURCE CENTERS 23

FINAL REPORT OF PROGRAM PERFORMANCE - 1976-77

A. Population Benefiting From Assistance 28

B. Statement of Accomplishments 35

METROPATHWAYS 35

METROPAIRWAYS 40

METRO ETHNIC HERITAGE RESOURCE CENTERS 49

APPENDICES 55

FINAL REPORT OF PROGRAM PERFORMANCE - 1975-76

Introduction

The Metropolitan Planning Project (MPP) is a collaborative of 17 school districts supported by an additional 39 approving school districts within the Boston metropolitan area. The Project's mandate is to encourage and plan for the phased elimination of racial and ethnic isolation in the schools of the Boston metropolitan area by voluntary means.

The Project focuses on a planning process which depends upon the active participation of those most affected by such a plan - parents, students, community groups, school administrators, and teachers; it is a method for getting people involved with the problems of racial and ethnic student isolation and of generating ideas which will work to solve those problems; it is a means of helping people to see their ideas formulated and implemented into workable programs; and it is an effort to broaden collaboration, sharing and cooperation among existing school districts in order to solve common educational goals. (See Organization Chart, Table 1.)

The 1975-76 Metropolitan Planning Project was funded with discretionary funds under Section 709 (a)(2) of the Emergency School Aid Act (ESAA) of 1972. This section of ESAA provides assistance to local educational agencies (LEA's) in Standard Metropolitan Statistical Area's (SMSA's) in order to eliminate minority student isolation in elementary and secondary schools.

MPP received a $75,000 grant for the period of October 1, 1975 to June 30, 1976. The Project-year was extended through September 30, 1976. This final report of program performance covers this 12 month period.

A. Population Benefiting from Assistance

A specific description of the number and characteristics of the population benefiting from MPP must be presented in terms of its three component programs: METROPATHWAYS, METROPAIRWAYS, and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC).

METROPATHWAYS, a program for secondary school students, was funded by the Massachusetts Department of Education under Section 8 of Chapter 636 through the Bureau of Equal Educational Opportunity. METROPATHWAYS enrolled and provided direct services to 353 secondary school students from 29 high schools representing 16 LEA's within the Boston SMSA (see Table 2).

TABLE 1

METROPOLITAN PLANNING PROJECT ORGANIZATION CHART

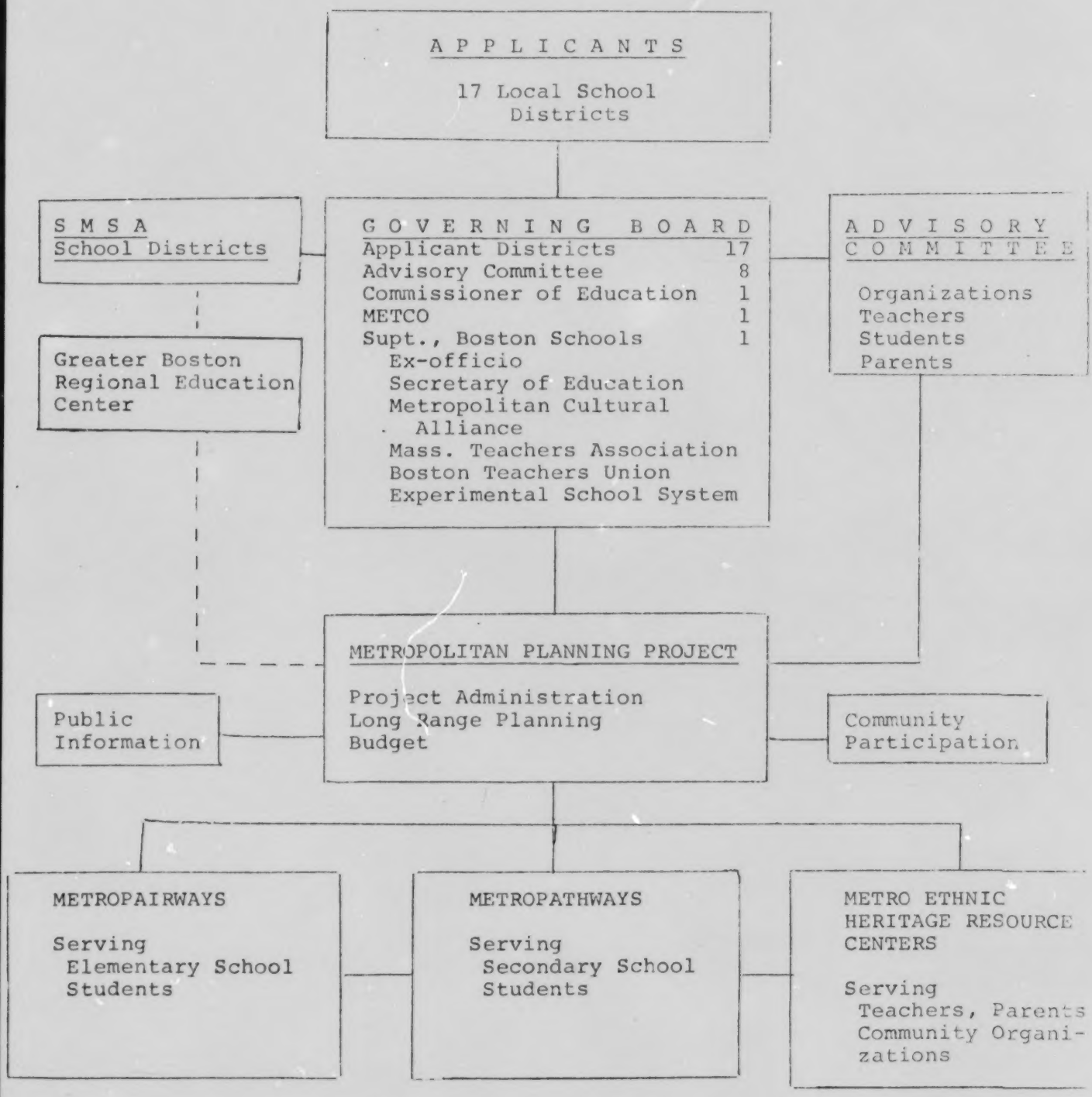

TABLE 2

METROPATHWAYS STUDENT PARTICIPATION 1975-76

District	High School	No. of Enrollments
Arlington	Arlington	1
Boston	Boston Technical	24
	Boston Trade	25
	Brighton	8
	Burke	12
	Charlestown	11
	Dorchester	7
	East Boston	4
	Hyde Park	12
	Jamaica Plain	36
	Roslindale	5
	South Boston	12
Brookline	Brookline	2
Cambridge	Cambridge High & Latin	17
	Rindge Tech	18
Cohasset	Cohasset Alternative	16
ESSCM	Model	3
Lexington	Lexington	54
Medfield	Medfield	5
Medford	New Medford	11
Needham	Needham	5
Newton	Bigelow Jr.	8
	Newton North	1
	Newton South	11
Reading	Reading Memorial	2
Stoneham	Stoneham	5
Waltham	Waltham	13
Watertown	Home Base	19
Wellesley	Wellesley	6
TOTALS: 16 Districts	29 High Schools	353 Enrollments

METROPATHWAYS' classes were integrated, with a minimum of 20% and a maximum of 40% of the students being Afro-American, Hispanic-American, Native American or Asian backgrounds. A description of the METROPATHWAYS program is provided in Section B, Statement of Accomplishments, on page 10.

The METROPAIRWAYS program, also funded by the Massachusetts Department of Education under Section 8 of Chapter 636 involved the formation of pairs or traids between elementary or middle schools from the suburbs and an urban counterpart. A total of 201 students in grades 1 through 6 participated in the METROPAIRWAYS program during the 1975-76 school year. A profile of the three PAIRWAYS for which curriculum was developed and implemented follows.

1. Boston (Mary E. Curley Middle School, Jamaica Plain)/
   Burlington (Francis Wyman Middle School)/
   Wellesley (Otho Schofield School)

   grade 6: 102 students
   curricular focus: Environmental Studies and Language Arts

2. Boston (Rafael Hernandez School, Dorchester)/
   Needham (Mitchell School)

   grades 3 and 4: 50 students
   curricular focus: The agricultural heritage of English and Spanish-speaking Americans

3. Boston (Bancroft School, South End)/
   Brookline (Pierce School)

   grades 1,2,3,4: 49 students
   curricular focus: Social Sciences

A racial profile of the participants in the METROPAIRWAYS program by school districts is provided in Table 3. The METROPAIRWAYS program description is provided in Section B, Statement of Accomplishments, on page 18.

TABLE 3

METROPAIRWAYS PARTICIPANT'S PROFILE
1975-76

Schools	Teachers	Total Students	White	Black	Hispanic	Native American	Asian American	Male	Female
Boston/	2	50	28	17	5	0	0	27	23
Burlingtin/	2	30	30	0	0	0	0	14	16
Wellesley	1	22	18	4	0	0	0	13	9
TRIAD									
Boston/	2	31	3	8	20	0	0	15	16
Needham	1	19	19	0	0	0	0	12	7
PAIRWAY									
Boston/	2	26	14	7	2	0	3	15	11
Brookline	1	23	20	3	0	0	0	13	10
PAIRWAY									
TOTALS	11	201	132	39	27	0	3	109	92

5.

The third MPP program, the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC) was also funded by the Massachusetts Department of Education under Section 8 of Chapter 636. MEHRC's primary goal was to design and conduct a series of workshops for teachers from urban and suburban schools. The workshops had the specific aim of each teacher writing a learning unit in multiethnic studies and implementing that unit in their classrooms. Students were involved only in an indirect way and it was not an objective of the program to reach students.

Three workshops were held: the first at Boston State College on April 10, 1976; in attendance were thirty-nine teachers of which sixteen were teachers from suburban schools and twenty-three were teachers from Boston schools.

The second workshop was held on May 1, 1976 with thirty-five teachers in attendance and the third workshop was held on June 12, 1976.

The names of the teachers participating in the MEHRC workshop series and the themes of the learning units which were developed are provided in Table 4.

Figure 1 depicts the LEA's within the Boston SMSA whose populations directly benefited from MPP during the 1975-76 fiscal year.

TABLE 4

DEVELOPING A MULTIETHNIC APPROACH TOWARDS
TEACHING AND EDUCATION

(Theme of Learning Units developed in MEHRC workshops)

Unit Title and Author(s)

"Studying Ethnic Communities: Introduction to Ethnic Communities"
Gerald A. McDonough, Community Based School, Cambridge

"The Study of Folklore as a Tool to Multicultural Understanding"
Jane Walsh, Librarian, Eliot School, Newton
and
Roberta Lesht, Taft Middle School, Brighton

"Establishing Heritage Trails in Various Ethnic Geographic Sections of the City of Boston"
Michael Hurley, Barnes Middle School, Brighton

"Black Americans in Present Day and Historic America"
Mark Bloom, High Rock Elementary School, Needham

"Understanding and Preserving our Afro-American Heritage"
Jaqueline Simpson, Taft Middle School, Brighton

"Moral Issues as Seen through Multi-ethnic Literature"
Ann Davidson, Dever School, Boston

"A Comparative Study of Ethnic Groups in America Today"
Jean Comeau, Underwood School, Newton
Nan Cochran, Underwood School, Newton
and
Maria Gomes, Brighton High School, Brighton
(Bilingual - multiple grades)

"Studying Ethnic Communities: Fostering an Understanding of Ethnic Needs in Business Communities"
Constance Lochiatto, Madison Park High School, Boston

"Studying Ethnic Communities: Similarities and Differences in Food Tastes Among Multiethnic Communities"
Natalie Loving, Mary Lyons School, Boston

"Likenesses and Differences in a Pluralistic Society"
John J. Spadazzi, Mary Lyons School, Boston
and
Mary T. Whalen, Garfield School, Brighton

"Developing a Course on the Study of Ethnic Communities"
Phyllis Wasserman, Needham Alternative Program (secondary)

Unit Title and Author(s)
continued

"Music Appreciation: A Multiethnic Approach"
Eleanor L. Smith, Edison Junior High School, Boston

"A Week's Unit on Race"
Johanna Hansen Ross, Newton North High, Newton

"African Americans"
Guillermina Guity, Hennigan School, Boston

"Twentieth Century Black American Contributors to America"
Cheryll Anderson, Experimental School System of the Commonwealth of Massachusetts

"The Use and Misuse of Race as it Applies to Black Americans"
Grainger Browning, Jr., Newton North High, Newton

"Ethnic Identity: Cultural Differences and Similarities Reflected in Literature"
Winifred Friedman, Lexington High School, Lexington
and
Robert Kavanagh, Curtis Jr. High School, Sudbury

"Our Multiethnic Heritage"
James John Sughrue, Dunning School, Framingham

"Early Puerto Rican History"
Judith Hohmann, Hennigan School, Boston
Virginia McCoubrey, Westwood High School, Westwood
Rosalma McKinstry, Hennigan School, Boston

"The Indian of North America
Stephan Graebener, Cohasset High School, Cohasset

"Music of the Taino, Mayan, and Dakota/Lakota Indians"
Libbie Shufro, Countryside School, Newton
and
Patrick O'Neill, Brighton High School, Brighton

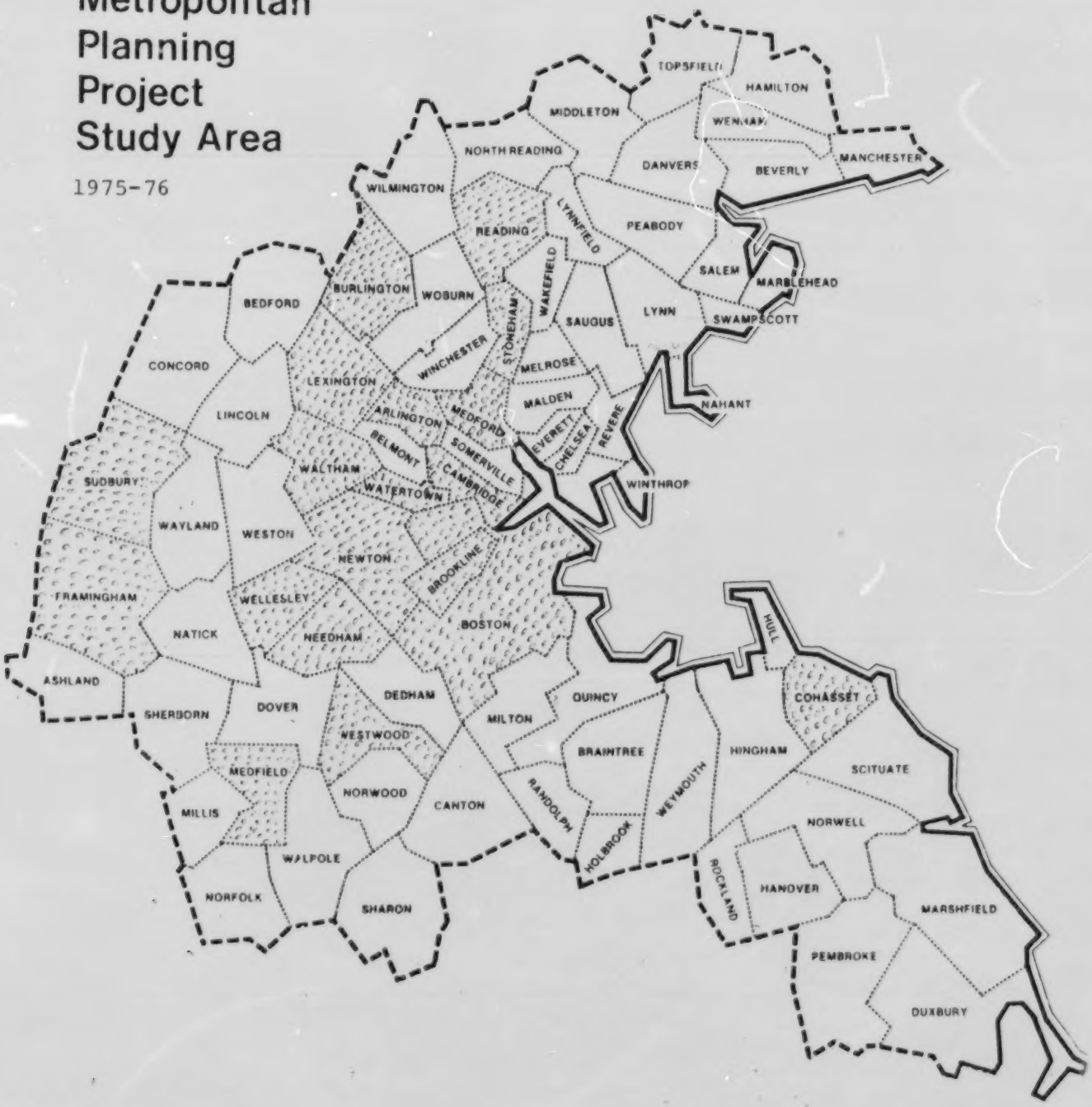
Metropolitan
Planning
Project
Study Area
1975-76
TOPSFIELD
HAMILTON
MIDDLETON
WENHAM
NORTH READING
DANVERS
BEVERLY
MANCHESTER
WILMINGTON
READING
LYNNFIELD
PEABODY
SALEM
MARBLEHEAD
BEDFORD
BURLINGTON
WOBURN
WAKEFIELD
SAUGUS
LYNN
SWAMPSCOTT
CONCORD
WINCHESTER
STONEHAM
MELROSE
LEXINGTON
MALDEN
NAHANT
LINCOLN
ARLINGTON
MEDFORD
EVERETT
CHELSEA
REVERE
BELMONT
SOMERVILLE
SUDBURY
WALTHAM
CAMBRIDGE
WINTHROP
WATERTOWN
WAYLAND
WESTON
NEWTON
BROOKLINE
FRAMINGHAM
WELLESLEY
BOSTON
HULL
NATICK
NEEDHAM
ASHLAND
DEDHAM
QUINCY
COHASSET
SHERBORN
DOVER
MILTON
WESTWOOD
BRAINTREE
HINGHAM
MEDFIELD
SCITUATE
NORWOOD
CANTON
RANDOLPH
WEYMOUTH
MILLIS
NORWELL
HOLBROOK
WALPOLE
ROCKLAND
HANOVER
NORFOLK
SHARON
MARSHFIELD
PEMBROKE
DUXBURY

Figure 1

B. Statement of Accomplishments

The Metropolitan Planning Project's request for federal assistance outlined two components designed to provide the structure and support services necessary to facilitate the successful accomplishment of the Project's three programs: METROPATHWAYS, METROPAIRWAYS, and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC). The Project's activities were categorized as Administration or Research, Evaluation, and Program Development.

The goals, objectives, and activities specified in the proposal for each of the components is provided in Appendix A. For the purposes of this report, the statement of accomplishments has been compiled by individual program rather than by objective.

METROPATHWAYS

Extensive program development and planning intended to expand the capacity of the METROPATHWAYS program to 1,000 students a semester began following the successful completion of the Spring 1975 pilot-demonstration program. The following activities were included in that planning process.

1. Curricula Planning Task Forces were established for each of the study options to be offered during the 1975-76 school year. These curricula teams, which included resource persons, teachers, students, parents, and community persons, produced a curriculum package for the following course offerings:

   Career Exploration
   Ethni-City
   Theatre Arts I - The Actor's Resources
   Theatre Arts II - The Actor's Techniques
   Political Perspectives

   The curriculum packages developed included objectives, a course outline which details activities, suggested schedule, calendar and lesson plans, study projects, resources, and a bibliograph. A 5-7 page curriculum guide was also developed for each of the study options (Appendix B).

2. A Task Force of MPP staff members was established at the end of July 1975 to help plan student recruitment, scheduling, staffing, administration and organization, location and parental involvement aspects of the program.

3. This Task Force planned and held a Briefing Session on August 19, 1975 for superintendents, high school principals, department heads, flexible and open campus coordinators, and teachers from throughout the Boston area. The purpose of the Briefing Session was to present specific information on the METROPATHWAYS program to the school district representatives that attended. A six page description of the 1975-76 program was handed out at the Briefing Session. The Curricula Planning Task Force's team leaders described each study option in detail, and the MPP staff discussed the goals, structure and organization of the METROPATHWAYS program.

4. The following school districts were represented at the Briefing Session and expressed an interest in participating in the 1975-76 program:

Belmont	Lexington	Stoneham
Boston	Marblehead	Waltham
Brookline	Medfield	Watertown
Cambridge	Needham	Wellesley
Cohasset	Newton	Wilmington
Framingham	Peabody	

5. The following districts were not represented at the August 19th Briefing Session but had previously expressed interest in participating:

Arlington	Medford	Salem
Bedford	Melrose	Somerville
Burlington	Rockland	Walpole
Manchester		

6. A proposal requesting financial assistance for the 1975-76 METROPATHWAYS program was written by the MPP staff and submitted to the Massachusetts Department of Education, Bureau of Equal Educational Opportunity on August 25, 1975.

7. MPP began searching for a METROPATHWAYS Coordinator for the 1975-76 program year. Advertisements were placed in the local newspapers and over 100 applications were received. The MPP staff screened the candidates and 10 people were selected as finalists. Preliminary interviews were held on September 29 and October 1, 1975. Ms. Doreen H. Wilkinson was appointed METROPATHWAYS Coordinator as of November 1, 1975.

The METROPATHWAYS program received a $75,000 grant from the Massachusetts Department of Education for the period of October 1, 1975 to June 30, 1976. On November 25, the Board of Education approved an additional grant for a program total of $120,000. The revised program anticipated a total of 462 students each attending one day per week.

Eleven classes of 42 students each were planned reflecting racial, ethnic, and geographical balance. Planned were 4 sections of Political Perspectives, 2 sections of Ethni-City, 2 sections of Career Exploration, and 3 Theatre Arts sections.

The 1975-76 METROPATHWAYS Center was situated in the YWCA, at 140 Clarendon Street, Boston. Leased space included a large auditorium (for Theatre Arts), three classrooms, two additional rooms for small group activities, an administrative office, and a Coordinator's office/teacher's room.

Classes were scheduled on Tuesday through Friday, 9:30 a.m. to 2:30 p.m. and began the week of January 27, 1976. Monday is a planning/conference/workshop day for teachers. The schedule of classes follows:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Planning	Ethni-City	Ethni-City		
Planning	Politcal Perspec-tives	Political Perspec-tives	Political Perspec-tives	Political Perspec-tives
Planning	Theatre Arts I	Theatre Arts I and II	Theatre Arts II	
Planning	Career Explora-tion	Career Explora-tion		

The METROPATHWAYS calendar of staff activities is provided in Table 5.

TABLE 5

METROPATHWAYS' STAFF CALENDAR

FEBRUARY	Mon.	2	- Staff Meeting - Phil Jutras
	Mon.	9	- Staff Planning and Development - 9:00-3:00 p.m. (open to schools)
	Thurs.	12	- Evaluation Meeting
	Mon.	23	- Staff Planning - open to participating schools
	Fri.	27	- Monthly Activity Report due
MARCH	Mon.	1	- Curriculum Development Workshop - visit IAB School
	Mon.	8	- Sensitivity Workshop (open to schools)
	Sat.	13	- Student Workshop/Conference 9:00-1:00 p.m.
	Mon.	15	- Curriculum Development Workshop - open to schools
	Mon.-Fri.	15-19	- Mid-Term Evaluation
	Tues.	16	- Open House - 4:00-6:00 p.m.
	Mon.	22	- Planning (staff and teams) 9:30-3:30 p.m.
	Fri.	26	- Monthly Activity Report due
APRIL	Mon.	5	- Planning and Development 9:30-3:30 p.m. - open to schools
	Tues.	6	- Liaison Workshop - 7:00-9:00 p.m.
	Mon.	12	- Parent Workshop - 7:00-9:00 p.m.
	Mon.	26	- Staff planning and visits - 9:30-3:30 p.m.
	Fri.	30	- Monthly Activity Report due
MAY	Sat.	1	- Student Conference 9:00-1:00 p.m.
	Mon.	3	- Planning and Development - 9:30-3:30 p.m. (participating schools)
	Mon.	10	- Planning and Development - 9:30-3:30 p.m. (participating schools
	Mon.	17	- Teacher Summing-up Workshop - 9:30-3:30 p.m. (participating schools)
	Mon.	24	- Monthly Activity Report due
	Mon.-Fri.	24-28	- Final Evaluation Report
JUNE	Tues.	1	- Report Conference - 9:30-11:30 a.m.

The METROPATHWAYS program represents school district collaboration at many levels beyond the central component of student participation. The areas of collaboration and in-kind contributions which reinforces the basic concept of the METROPATHWAYS design are outlined below.

Curriculum Materials/Resource Centers:
- Brookline
- Cambridge
- Medford
- Newton

Audio-Visual Equipment and Materials:
- Boston
- Brookline
- Medford

Transportation:
- Watertown - Home Base School
- Boston - Burke School

Staff and Curriculum Development:
- Boston
- Lexington
- Needham
- Newton
- Peabody
- Marblehead
- Medford

Complementary Teaching Staff:
- Boston
- Newton
- Watertown - Home Base School

Non-participating Student Observation and Reporting:
- Marblehead
- Newton South High School
- Watertown High School

Parent and Community Participation:
- Boston
- Needham
- Wellesley

The major thrust of the METROPATHWAYS program focuses on racial and ethnic awareness and understanding. This thrust is manifest in the design of the program - its organization, student body, staff, and curricula.

A multiracial staff was hired and staff orientation workshops, prior to the program start, were instituted. Student orientation revolved around the development of a spirit of unity and commitment to the program's goal of reducing student isolation while, at the same time, breaking down racial and ethnic stereotyping.

Theatre techniques were implemented during the first week of general student orientation to promote relaxation, energizing, and getting acquainted. Individual study options continued orientation by playing "stereotype" games, utilizing values clarification exercises, group discussions of metropolitan issues, and other games to enhance interpersonal understanding.

Racial and ethnic awareness and understanding was an ongoing program priority. Discussions at weekly staff planning sessions centered, formally and informally, on these issues. Additionally, special staff development workshops dealing with sensitivity were held throughout the semester, and, on some occasions, were open to participating home school personnel.

The March Student Workshop, Option-Mixing Week in April, and the May culminating activities were tools used by the METROPATHWAYS staff to promote student awareness. At the Student Workshops, students directly addressed the question, "Are urban and suburban students mixing and working together?" (See Appendix C.) Option-Mixing Week brought students from the different options together to view a film and discuss its theme which focused on the interrelatedness of politics, ethnicity, and career within an art form. From this, students became more aware of the interrelationship of the subject matter of METROPATHWAYS classes, and they used the film to identify personal perspectives as well. The culminating activities included some recreational activities, specifically designed by students with staff guidance, to provide an environment for interaction that was different from the preceeding fifteen weeks.

Parents, too, were encouraged to address these issues at the April 12 Parents Workshop and repeatedly stressed the value of interaction between different kinds of people as a major benefit of the program. At the Workshop, attended by 90 parents, a format was developed that required them to break into small groups (composed of urban and suburban parents) and to serve as moderators and recorders exploring their children's METROPATHWAYS experience, the amount of information they as parents had about the program, and what they felt parents could contribute to METROPATHWAYS.

What emerged was a comprehensive plan for parent involvement, which was implemented almost immediately. The need for expanded communication with parents was acknowledged with a report of the Workshop which was mailed to all parents, and which carried a return coupon to indicate parent interest in specific METROPATHWAYS activities. Based on these coupons, plus expressed interest of other parents at the Workshop, the Summer Planning Workshop incorporated the regular services of four parents and the voluntary help of two others. In addition to working as teams with teachers and students to refine the curricula offerings, the parents organized a mailing to reach other METROPATHWAYS parents and encourage a show of interest in and support for the program.

An Evaluation of the METROPATHWAYS program, based on interviews, analyses, and on-site observations, was conducted by The Harvard Graduate School of Education, Center for Urban Studies in June 1976. In summation, the evaluation document provides the following information.

1. The METROPATHWAYS program, Spring Semester 1976, served 353 students in grades 9-12, from twenty-eight high schools in fifteen school districts. Participating urban districts were: Boston (Boston Technical High, Boston Trade High, Brighton High, Burke High, Charlestown High, Dorchester High, East Boston High, Hyde Park High, Jamaica Plain High, Roslindale High, South Boston High); Cambridge (Cambridge High and Latin, Rindge Technical High); Experimental School System of the Commonwealth of Massachusetts (Model High). Participating suburban districts included Arlington, Brookline, Cohasset (Cohasset Alternative High), Lexington, Medfield, Medford, Needham, Newton (Newton North High, Newton South High, Bigelow Junior High), Stoneham, Waltham, Watertown (Home Base High), and Wellesley.

2. METROPATHWAYS seeks to provide substantive learning experiences in out-of-school learning sites, in which urban and suburban students come together to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions, and heritage. METROPATHWAYS seeks to encourage the collaboration of diverse school districts in providing these opportunities for students of varying racial, ethnic and socio-economic backgrounds to learn with and from each other.

   The courses offered were Ethni-City, a study of American pluralism as experienced in the cultural diversity of the Boston area; Political Perspectives, a program of first-hand observation of and involvement in the political process at federal, state, and local levels; Career Exploration,

which focused on student self-knowledge in terms of career future, as well as on a broad exposure to the career market; and Theatre Arts, Beginning and Advanced, an experiential course in acting.

Examples of specific activities engaged in include the following: Career Exploration, "Shadowships"; Ethni-City, walking tours through the ethnic communities of Boston; Theatre Arts, improvisations and exercises focusing on relaxation, concentration and intense person-to-person interaction; Political Perspectives, campaigning for presidential candidates in the Massachusetts primary, meeting the Massachusetts Congressional delegation during a trip to Washington, production of a student newsletter.

3. To determine what difference the METROPATHWAYS program made in the school life of participating students, the evaluation examined and analyzed the following cognitive and affective aspects of participation: Performance, and Behavior. Methods used to determine these were:

    a. interviews with teachers, students, parents, liaisons;
    b. analysis of student attendance rates (see Appendix D);
    c. students' 1974-75 and 1975-76 grades (see Appendix E);
    d. analysis of program materials;
    e. on-site observations.

Results

The goals of METROPATHWAYS - quality instructional programs and positive cross-racial interaction - have been achieved for participating students. School grades and attendance patterns reveal that there was a noticeable improvement in attendance and grades for participating urban students. Suburban students participating did not dramatically alter behavior in the home school. While all students were enthusiastic about the program, the urban students tended to applaud the substance of the academic program offered, while suburban students were more inclined to cite student interaction or the reduction of racial isolation as the compelling reason for their enthusiasm.

Interviews conducted with parents and the results of a parent workshop questionnaire show an overwhelming support for continuation of the program. As a measure of their support, parents and students initiated and organized a combined lobbying effort for refunding. The stages of this effort involved:

    a. joint planning with students and liaisons;
    b. students writing the body of the petition;

c. students and liaisons circulating the petition to participating schools;
d. students obtaining additional signatures from prospective students who would like to participate in the 1976-77 program.

Objectives Not Achieved

The racial interaction among the students involved in the program could not be assessed since the program was already in operation before the evaluation began. Therefore, it was impossible to determine student attitudes before they enrolled in METROPATHWAYS.

In addition, the uncertainty caused by late funding made it difficult to establish an early close relationship with parents.

METROPAIRWAYS

The Metropolitan Planning Project made application on August 25, 1975 to the Massachusetts Department of Education under Section 8 of Chapter 636 for financial assistance which would allow the METROPAIRWAYS' administrators, teachers, and parents to begin developing curricula during July and August in preparation for the operational phase of METROPAIRWAYS, that is, the 1975-76 school year. Action by the Massachusetts Board of Education to reserve Chapter 636 monies for the universities and colleges paired with Boston schools by federal court order under Phase II of desegregation, however, precluded awards to all other applicant agencies.

Consequently, the anticipated time-frame for the METROPAIRWAYS program was altered as follows: the teachers, parents, resource personnel, and students, when appropriate, within each established PAIRWAY partnership formed a Metropolitan Program Board. The Program Board meet on a weekly basis from September through December 1975 in order to develop the curriculum which would be implemented from January through June of 1976.

On October 29, 1975 the Massachusetts Board of Education approved the Bureau of Equal Educational Opportunity's recommendation that the METROPAIRWAYS program be funded at a level of $75,000 for the period of November 1, 1975 through June 30, 1976. This grant would support a total program enrollment of 470 students: 235 from Boston and 235 from suburban school districts. (The program's original projected enrollment totaled 2,030 students.) An overview of each of the funded PAIRWAYS follows.

Mary E. Curley School, Boston/Burlington/Wellesley

This triad launched its partnership with a week long residential camping experience focusing on environmental studies for its 100 students and PAIRWAYS teachers and parents at Northeastern University's Warren Center in Ashland. The teacher-parent curriculum development team then used the understandings which emerged at the camp through curriculum that specifically addressed the language arts as well as the social needs of the students. This PAIRWAY triad allowed for the involvement of two suburban communities, each with its own uniqueness, with a Boston school whose PAIRWAY students represented many of Boston's racial, ethnic, and socio-economic populations.

David A. Ellis School, Boston/Newton

Paired urban-suburban classes at each of five levels, grades one through five, provided the opportunity to collectively review the administrative and educational implications of involving schools more comprehensively in a metropolitan program designed to supplement the established curricula of each participating school district.

Rafael Hernandez School, Boston/Framingham

The bilingual Hispanic students participating in this PAIRWAY curriculum, bilingual in part, compared Puerto Rican and American culture.

Bancroft School, Boston/Brookline

This PAIRWAY partnership, with a bicentennial focus, examined the roles that parents, under the supervision of classroom teachers, can assume in the development and implementation of a metropolitan educational program which reduces the respective isolation of urban and suburban communities.

Table 6 summarizes, in further detail, the PAIRWAYS in this 1975-76 demonstration model.

TABLE 6

METROPAIRWAYS - November 1975-June 1976

	METROPAIRWAY Boston Schools	Boston Student Enrollment	METROPAIRWAY Suburban Schools	Suburban Student Enrollment
I.	Mary E. Curley Middle School (District 2: Jamaica Plain)	50	Francis Wyman Middle School (Burlington)	25
			Otho L. Schofield School (Wellesley)	25
	Grade 6 Total PAIRWAY enrollment: 100 Total PAIRWAY teachers: 4 (2 Boston, 1 Burlington, 1 Wellesley) Total PAIRWAY parents: 4 (2 Boston, 1 Burlington, 1 Wellesley)			
II.	David A. Ellis School (District 2: Roxbury)	125	A.E. Angier School (Newton)	125
	Grades 1-5 (25 students per grade level) Total PAIRWAY enrollment: 250 Total PAIRWAY teachers: 10 (5 Boston, 5 Newton) Total PAIRWAY parents: 10 (5 Boston, 5 Newton)			
III.	Rafael Hernandez School (District 9: Dorchester)	35	George P. King School (Framingham)	35
	Grades 3 and 4 Total PAIRWAY enrollment: 70 Total PAIRWAY teachers: 4 (2 Boston, 2 Framingham) Total PAIRWAY parents: 4 (2 Boston, 2 Framingham)			
IV.	George Bancroft School (District 7: South End)	25	Pierce School (Brookline)	25
	Grades 3 and 4 Total PAIRWAY enrollment: 50 Total PAIRWAY teachers: 2 (1 Boston, 1 Brookline) Total PAIRWAY parents: 2 (1 Boston, 1 Brookline)			

SUMMARY

Total METROPAIRWAYS Enrollment: 470 students
(Boston: 235; Suburban Districts: 235)

METROPAIRWAYS Grade Level Range: Grades 1 through 6

Total METROPAIRWAYS Teachers: 20 (Boston: 10; Suburban Districts: 10)

Total METROPAIRWAYS Parents: 20 (Boston: 10; Suburban Districts: 10)

Total METROPAIRWAYS Budget: $75,003

Total Urban/Suburban Class Days per Student: 24

Total Cost per Day per Student: $6.65

Several problems developed, however, during the implementation of the METROPAIRWAYS program which affected the successful completion of the program's stated objectives. A description of the implementation of each of the PAIRWAYS follows.

Boston/Burlington/Wellesley

The 102 sixth grade students in the Boston/Burlington/Wellesley PAIRWAY successfully launched their voluntary urban-suburban partnership with a week-long residential camping experience from February 2 through February 6 at Northeastern University's Warren Center in Ashland, Massachusetts.

Fifty students from the Mary E. Curley School in Jamaica Plain, thirty students from the Francis Wyman Middle School in Burlington, and twenty-two students from the Otho Schofield School in Wellesley participated.

Principals, teachers, resource personnel and parents from each of these three schools, with in-kind consultative services provided by Northeastern University's Department of Recreation, collaborated in the development of the environmental education, language arts, and recreational education curricula which were effectively implemented.

Boston/Needham

Initially, 35 fourth grade students from the King School in Framingham were to be paired with 35 third and fourth grade students from the Rafael Hernandez School which is a bilingual magnet school in Boston. The teachers of both schools had begun developing a curriculum which focused on a comparison of Puerto Rican and Anglo cultures. This curriculum had the approval and support of Framingham's Superintendent of Schools as well as the King School Principal, teachers, and parents. Nevertheless, on January 12, 1976, the Framingham School Committee, in a 4 to 3 decision, voted to disallow Framingham's participation in this metropolitan program.

However, on February 17, 1976, the Needham School Committee voted to allow its William Mitchell School to develop a curriculum with a similar focus with the Hernandez School teachers. This curriculum was approved by the Needham School Committee on May 11. (Appendix F provides a synopsis of this curriculum.)

Boston/Brookline

Fifty first through fourth grade students, 25 from the Bancroft School in Boston and 25 from the Pierce School in Brookline, successfully began experiencing small group activities with a bicentennial focus regularly on Mondays and Fridays.

Boston/Newton

Twenty-five children at grade levels 1 through 5 in both the Ellis School in Roxbury and the Angier School in Newton were paired for a total enrollment of 250. On March 8, the Newton School Committee voted to disallow Newton's participation in this program. (Appendix G provides an overview, written by the Angier School principal, of the curricula that had been developed by the PAIRWAY teachers and parents prior to the Newton School Committee's decision.)

In summary, a total of 201 students in grades 1 through 6 actively participated in the METROPAIRWAYS program during the 1975-76 school year. A brief profile of the three PAIRWAYS for which curriculum was developed and implemented follows:

I. Boston (Mary E. Curley Middle School, Jamaica Plain/
Burlington (Francis Wyman Middle School/
Wellesley (Otho Schofield School)
grade 6: 102 students
curriculum focus: environmental studies, language arts

II. Boston (Rafael Hernandez School, Dorchester)
Needham (Mitchell School)
grades 3 and 4: 50 students.
curriculum focus: The agriculture of English and Spanish-speaking Americans

III. Boston (Bancroft School, South End)
Brookline (Pierce School)
grades 1,2,3,4: 49 students
curriculum focus: social sciences

Implementation of curricular activities developed by teachers and parents in the Boston (Ellis School, Roxbury/Newton (Angier School) PAIRWAYS was disallowed by the Newton School Committee. An enrollment of 250 students in grades 1 through 5 had been anticipated for this PAIRWAY.

A formative and summative evaluation was conducted by an action-research team of graduate students under the direction of Dr. William R. Torbert of the Harvard Graduate School of Education (Torbert 1976). The document concludes that the METROPAIRWAYS pilot year illuminates the effectiveness of collaborative inquiry for generating a genuine reduction in racial, ethnic, and socio-economic isolation among communities, professional educators, and children. At the same time, the events of the 1975-76 pilot year illustrate how much learning adults in our society must be prepared to undertake if we are to succeed in generating climates of collaborative inquiry for ourselves and for children.

Both the Boston Globe and Education USA reviewed the program and a synopsis of the evaluation report (see Appendix H and I). These articles resulted in requests for copies of the report from educational institutions throughout the country.

METRO ETHNIC HERITAGE RESOURCE CENTERS

During the summer of 1975, MPP received a four month grant from the Massachusetts Department of Education, Bureau of Equal Educational Opportunity under Section 8 of Chapter 636 at a funding level of $34,000. This enabled MPP to initiate steps towards the formation of the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC), involving five ethnic groups - the Native Americans, the Hispanic-Americans, the Chinese-Americans, the Afro-Americans and the Italian-Americans. The program's outcomes were:

1. The formation of a working task force composed of individuals with expertise, materials, or access to resources dealing with ethnic groups willing to contribute to MEHRC policy and program development. The following agencies participated, the Hispanic Office of Planning and Evaluation, the Boston Indian Council, the Museum of Afro-American History, the Pacific Asian Coalition, and the North End Union.

2. Resource personnel were hired with the cooperation of the ethnic agencies participating in the program. The first three members were hired in early July, the fourth and fifth by late July and late August respectively. The resource personnel worked for a month and a half on the identification and evaluation of materials in the Boston area referent to the ethnic groups involved in the program. They were responsible for the content and production of a series of booklets assessing educational materials and resources available in the Boston area that deal with the ethnic groups involved in the program.

The booklets are divided into the following groups:

a. materials dealing with the Afro-American population - this booklet presents a detailed description of over 100 films and filmstrips housed in the Museum of Afro-American History that may be used by teachers in their classes.

b. materials dealing with ethnic linguistic minorities - this second booklet lists materials available in the Boston area related to the studies of three ethnic linguistic groups, the Hispanic-Americans, the Chinese-Americans, and the Italian-Americans. The booklet recommends books and audio-visual materials that may be used by teachers in studying these groups. It also contains names of community organizations, libraries, TV and radio programs, curricula, and newspapers that may be used as resources.

3. The development of an effective communications network that would help MEHRC keep educators informed about the progress of the program and about new materials referring to ethnic studies. The communications system included:

   a. letters sent to organizations, school districts, superintendents, department heads, teachers, cultural groups, institutions and resource persons informing them about the program;

   b. a Newsletter produced and mailed in August (see Appendix J).

4. The preparation of a plan for the future development of the Resource Centers. A final plan and refunding proposal for the METRO ETHNIC HERITAGE RESOURCE CENTERS was submitted in mid-August to the Massachusetts Department of Education, Bureau of Equal Educational Opportunity. Other activites were geared towards insuring an impact of the Resource Centers in the educational system.

On December 17, 1975 at a meeting with Dr. Charles Glenn, Director of the Bureau of Equal Educational Opportunity and with Dr. William Leary, Executive Director of MPP, Ms. Paula Brown was approved as the Director of the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC) for the 1975-76 program year.

Dr. Glenn was particularly concerned that a target population for this program include three groups: METCO Schools, Magnet Programs, and Magnet Schools. He requested a plan or prospectus outlining a structure of workshops which identified the schools which would participate.

The MEHRC Director worked out four stages that the program would cover, as follows:

1. identifying the target population and planning for the recruitment of approximately 50 teachers, hiring resource specialists for each of the Resource Centers and contacting community agencies;

2. establishing the groups of specialists, developing curriculum guidelines and specific workshop plans, and continuing to work on teacher recruitment;

3. conducting workshops in the spring where the resource specialists would instruct teachers as to the use of some of the resources and having the teachers research, refine and, together, develop final curriculum packets;

4. follow-up activities with all participants involved, including working with teaching teams from various schools focusing on planning for next year, based on their individual needs.

In January, additional funds were received advancing MEHRC to the implementation phase of the pilot program which ran from January 1 through June 30, 1976. A series of three workshops were conducted during this period especially for teachers, although administrators were also invited (see Appendix K). Teachers participating in the workshops were made aware of the concepts and issues surrounding multiethnic curriculum development and then proceeded to develop curriculum teaching units for their varying grade levels. The teachers were also made aware of the availability of the ethnic materials at the five community resource centers and were encouraged to make use of these resources in the development of their units.

The final evaluation, conducted by Mr. Bruce McPherson and Ms. Alexis Davis, reports that the objectives of the workshops was achieved; of the 39 teachers enrolled in the workshops, learing units were developed by 26 and implemented by 20 teachers who attended the workshops. Several recommendations came out of the last workshop which focused on evaluation by the teachers who participated in the pilot program. (The names of the teachers participating in the MEHRC workshop series and the themes of the learning units which were developed are provided in Table 4 on page 7.)

Community Participation

The MPP mandate, to develop a Ten Year Plan for the phased elimination of racial and ethnic minority student isolation through voluntary collaboration, clearly indicates the importance of grass-roots citizen participation to the Project. The planning process utilized by MPP depends upon the active involvement of the parents, students, community groups, administrators, and teachers most affected by the plans. MPP is an effort to broaden collaboration, sharing, and cooperation among parents, students, and school district personnel in order to solve common educational goals.

A very successful element of MPP's efforts to involve and sustain a community participation network has been the Urban-Suburban Steering Committee. From the start of the 1975 project year, the Steering Committee met on a monthly basis and was instrumental in providing timely and relevant feedback regarding the quality of MPP's programs: METROPATHWAYS, METROPAIRWAYS, and MEHRC.

The efforts of the Steering Committee have focused on grass-roots citizen participation and involvement in the planning process. The following are some of the role options open to the committee members:

1. determine how to consolidate individual efforts and functions and to relate them to those of all the people involved with the Project (Governing Board, Advisory Committee, and potential program parents from METROPATHWAYS and METROPAIRWAYS);

2. explore the development of "new" funding sources as well as extending "old" ones;

3. utilize the Urban-Suburban Steering Committee members as an information system to serve as a liaison with the media;

4. critique MPP programs;

5. assist in parent involvement efforts, especially urban parents;

6. help determine MPP's relationship to other programs;

7. solidify, strengthen and expand the community participation network - look at who is involved - who should be involved -
   - grass-roots citizens and agencies
   - Advisory Committee and Governing Board
   - students, teachers, and parents
   - school administrators.

The ways in which these tasks were carried out included:

1. selecting certain areas of the Project for which individual members would be responsible (e.g., parent involvement, membership, METROPATHWAYS, METROPAIRWAYS, MEHRC, community organization, and citizen groups;

2. development and mapping out of a schedule for members, including Fall and Winter meetings in the various urban and suburban communities;

3. keep the Steering Committee an alive, action-oriented body by seeking more grass-roots members and involving parents from suburban PTA's, urban Biracial Councils, and Home and School Associations.

Although successful in its activities, the Urban-Suburban Steering Committee was forced to curtail its activities in December as a result of a lack of future funding.

FINAL REPORT OF PROGRAM PERFORMANCE - 1976-77

Introduction

The 1976-77 Metropolitan Planning Project (MPP) was funded with discretionary funds under Section 709 (a)(2) of the Emergency School Aid Act (ESAA) of 1972. This section of ESAA provides assistance to local educational agencies (LEA's) in Standard Metropolitan Statistical Area's (SMSA's) in order to eliminate minority student isolation in elementary and secondary schools.

MPP received a $65,381 grant for the period of October 1, 1976 to June 30, 1977. The Project-year was extended through September 30, 1976. This final report of program performance covers this 12-month period.

A. Population Benefiting from Assistance

A specific description of the number and characteristics of the population benefiting from MPP must be presented in terms of its three component programs: METROPATHWAYS, METROPAIRWAYS, and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC).

The METROPATHWAYS PROGRAM for secondary school students was funded by the Massachusetts Department of Education under Section 8 of Chapter 636 through the Bureau of Equal Educational Opportunity. METROPATHWAYS enrolled and provided direct services to 463 secondary school students from 30 high schools representing 14 LEA's within the Boston SMSA (see Table 1). Student participation for the Fall Semester is provided in Table 2, and for the Spring Semester in Table 3. A description of the METROPATHWAYS program is provided in Section B, Statement of Accomplishments, on page 35.

The METROPAIRWAYS program, funded by the Massachusetts Department of Education under Section 8 of Chapter 636 involved the formation of pairs or triads between elementary or middle schools from the suburbs and an urban counterpart. A total of 201 students in grades 1 through 6 participated in the METROPAIRWAYS program during the 1976-77 school year. A profile of the three PAIRWAYS which were implemented follows:

I. Boston (Mary E. Curley Middle School)/
Burlington (Francis Wyman Middle School)/
Wellesley (Otho Schofield School)

II. Boston (Rafael Hernandez School)/
Needham (Carter School and High Rock School)

III. Boston (Mary E. Curley Middle School(/
Arlington (Junior High School East)

TABLE 1

METROPATHWAYS STUDENT PARTICIPATION, 1976-77

School System	School	Total	W	B	H	A	NA	Other*	Percentage Male/Female
Arlington	Arlington High	10	10	0	0	0	0	0	40/60
Boston	Boston Technical	29	11	15	2	0	1	0	49/51
	Boston Trade	16	4	8	4	0	0	0	75/25
	Brighton High	6	1	5	0	0	0	0	/100 F
	Jeremiah E. Burke	13	5	8	0	0	0	0	61/39
	Charlestown High	14	7	7	0	0	0	0	36/64
	Dorchester High	23	5	17	0	0	1	0	22/78
	East Boston High	68	68	0	0	0	0	0	47/53
	Hyde Park High	23	0	20	2	0	0	1	17/83
	Jamaica Plain High	30	15	10	4	0	0	1	13/87
	Madison Park High	4	0	3	0	0	1	0	100/ M
	South Boston High	33	9	23	0	0	1	0	/100 F
	West Roxbury High	48	14	27	4	0	1	2	29/71
	CETA	3	1	2	0	0	0	0	67/33
Brookline	Brookline High	3	3	0	0	0	0	0	33/67
Cambridge	Cambridge H & L	14	6	8	0	0	0	0	21/79
	Rindge Technical	11	7	4	0	0	0	0	100/ M
	Rindge Tech. Annex	3	3	0	0	0	0	0	100/ M
	Cambridge Pilot	5	0	5	0	0	0	0	20/80
Cohasset	Cohasset Alternative	5	5	0	0	0	0	0	80/20
Lexington	Lexington High	39	38	1	0	0	0	0	23/77
Medfield	Medfield High	1	1	0	0	0	0	0	100/ M
Medford	New Medford High	20	15	4	0	0	0	1	55/45
Needham	Needham High	12	12	0	0	0	0	0	33/67
Newton	Newton North High	1	1	0	0	0	0	0	/100 F
	Newton South High	2	2	0	0	0	0	0	50/50
Reading	Reading Memorial	1	1	0	0	0	0	0	/100 F
Waltham	Waltham High	5	5	0	0	0	0	0	40/60
Watertown	Home Base School	16	16	0	0	0	0	0	37/63
Wellesley	Wellesley High	5	5	0	0	0	0	0	80/20
TOTALS		463	270	167	16	0	5	5	37/63

*Other - West Indian, Cape Verdean, Haitian

TABLE 2

STUDENT PARTICIPATION

Spring Session

District	High School	Number of Enrollments
Arlington	Arlington	6
Boston	Boston Technical	23
	Boston Trade	7
	J. E. Burke	13
	Charlestown	5
	Dorchester	8
	*East Boston	33
	Hyde Park	10
	Jamaica Plain	24
	Madison Park	4
	South Boston	16
	West Roxbury	28
Cambridge	Cambridge High & Latin	6
	Rindge Technical	7
Cohasset	Cohasset Alternative	2
Lexington	Lexington	26
Medfield	Medfield	1
Medford	Medford	20
Needham	Needham	12
Newton	Newton North	1
	Newton South	2
Reading	Reading	1
Waltham	Waltham	5
Watertown	Home Base	5
Wellesley	Wellesley	5
Special (CETA)	Tubman House	2
	Total	271

TABLE 3

STUDENT PARTICIPATION

Fall Session

District	High School	Number of Enrollmnets
Arlington	Arlington	4
Boston	Boston Tech.	6
	Boston Trade	9
	Brighton	6
	Charlestown	9
	Dorchester	15
	*East Boston	36
	Hyde Park	13
	Jamaica Plain	6
	South Boston	17
	West Roxbury	20
Brookline	Brookline	3
Cambridge	Cambridge High and Latin	8
	Rindge Tech.	4
	Rindge Tech. Annex	3
	Cambridge Pilot School	5
Cohasset	Cohasset Alternative	3
Lexington	Lexington	13
Watertown	Home Base	11
Special (CETA)	Grover Cleveland	1
	Total	192

A profile of the participants in the METROPAIRWAYS program by school districts is provided in Table 4. The METROPAIRWAYS program description is provided in Section B, Statement of Accomplishments, on page 40.

MPP's third program, METRO ETHNIC HERITAGE RESOURCE CENTERS, MEHRC) was also funded by the Massachusetts Department of Education under Section 8 of Chapter 636. MEHRC's primary goal was to design and conduct a series of workshops for teachers from urban and suburban schools.

The workshops had the specific objective of stimulating effective school and community utilization of multicultural educational approaches, techniques, and materials within the classroom or schools in participating magnet programs and/or METCO school districts. Students were involved only in an indirect way and it was not an objective of the program to reach students.

Five regional workshops were held:

1. Boston Magnet Session - May 23, 1977
2. Scituate, Cohasset and Hingham Workshops - April 11 and June 16, 1977
3. New Bedford Workshops - May 5 and 26, 1977
4. Lawrence Workshops - May 19 and June 9, 1977
5. Worcester Workshops - June 2 and June 9, 1977

Figure 1 depicts the LEA's within the Boston SMSA whose populations directly benefited from MPP during the 1976-77 fiscal year.

TABLE 4

METROPAIRWAYS PARTICIPANTS, 1976-77

School Districts	Teachers	Total Students	W	B	H	NA	AA	Male	Female
Boston/	2	50	25	18	5	0	0	23	27
Burlington/	1	32	31	0	0	0	1	17	15
Wellesley	1	18	13	3	0	0	2	10	8
Boston/	1	26	2	3	21	0	0	12	14
Needham/	1	16	16	0	0	0	0	7	9
Needham	1	10	8	2	0	0	0	5	5
Boston/	1	25	0	16	9	0	0	13	12
Arlington	1	24	23	0	0	0	1	8	16
TOTALS	9	201	118	42	35	0	6	95	106

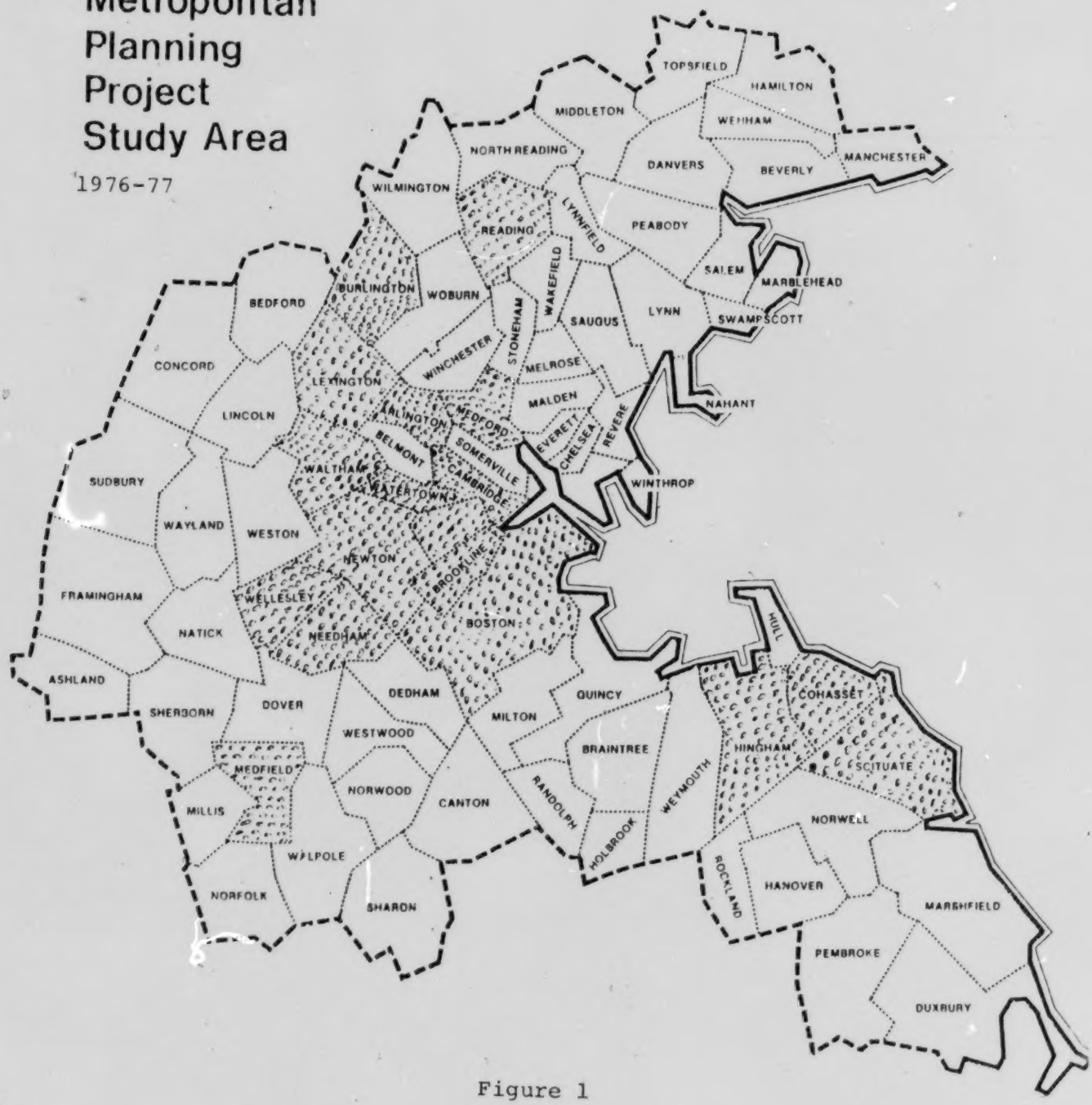

Figure 1

Legend: Participating School Districts, 1976-77
Non-participating School Districts, 1976-77

Note: New Bedford, Lawrence and Worcester are not included on this map since they are not within the Boston Standard Metropolitan Statistical Area.

B. Statement of Accomplishments

The Metropolitan Planning Project's request for federal assistance outlined three goals designed to facilitate the successful accomplishments of the Project's three programs: METROPATHWAYS, METROPAIRWAYS and the METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC). The objectives and activities specified in the proposal for each of the goals is provided in Appendix L.

METROPATHWAYS

METROPATHWAYS received a $124,000 grant from the Massachusetts Department of Education under Section 8 of Chapter 636 through the Bureau of Equal Educational Opportunity for the period of October 1, 1976 to June 30, 1977.

The 1976-77 METROPATHWAYS program operated a Fall and Spring session. Revisions in the number of sessions indicated for each unit in the Curriculum Guides were made to accommodate the ten-week Fall session.

The sixteen-week Spring session was in accord with the schedule indicated in the Guides. As a result, the program was reorganized to permit staff to work concurrently on planning, teaching, counselling, reporting, student evaluation, workshop planning, and recruitment.

The 1976-77 METROPATHWAYS Center was situated in the YWCA, at 140 Clarendon Street, Boston. Leased space included a large auditorium (for Theatre Arts) three classrooms, two additional rooms for small group activities, an administrative office, and a Coordinator's Office/teachers' room.

Classes were scheduled on Tuesday through Thursday, 9:30 a.m. to 2:30 p.m. and began the week of November 16, 1977. Monday was a planning/conference/workshop day for teachers. The Fall schedule of classes follows in Figure 2; the Spring schedule in Figure 3.

Figure 2

FALL SCHEDULE			
Monday	Tuesday	Wednesday	Thursday
Planning	Political Perspectives	Ethni-City	Man in the Environment
Planning	Theatre Arts Scene Study	Theatre Arts Improvisation	Career Exploration

Figure 3

SPRING SCHEDULE			
Monday	Tuesday	Wednesday	Thursday
Planning	Theatre Arts Scene Study	Theatre Arts Improvisation	
Planning	Political Perspectives	Political Perspectives	Political Perspectives
Planning	Career Exploration	Career Exploration	Career Exploration
Planning		Ethni-City	You and Your Environment

On Friday, certain METROPATHWAYS' students participated in a tutorial program comprised of a skills assessment unit, both in reading and language skills, and math-related skills; an experimental unit on the history and culture of Boston designed to familiarize the students with the city; p ysical education activities; and a counselling component. Mornings, from 8:00 to 9:00, individual tutoring was offered to students with writing and spelling problems. A diagnostic test of basic skills is administered and interpreted before staff members work with students to strengthen such skills as: selecting the main idea in a passage; recall of detail; following written instructions; deducing word meanings from the context of the passage. A similar process to aid students to acquire and develop math-related skills is projected.

A unit on the history and culture of Boston is presented on Friday afternoons. Background information is provided, and students are accompanied to varying sites in Boston where they explore the ethnic make-up of the neighborhood, its current development and history. Residents are interviewed by the students to determine neighborhood attitudes and values.

The physical education activities offered were focused upon the development of a sense of cooperation and teamwork, to encourage regular physical exercises, and to increase leadership ability. Students were primarily engaged in team sports. Team captains were chosen for each game. The opportunity to serve as team captain provide many with the ability to assume responsibility so that he/she can more easily empathize with the problems of leadership.

Students participating in the Friday sessions were recommended by home school guidance counsellors and/or flexible campus coordinators. They were categorized as students who have had difficulty successfully participating in a formal school setting. The goal of the Friday sessions is to provide the means by which participating students can gain the confidence and the skills to return to their home schools.

Special tutoring sessions are also held, on a voluntary basis, before classes on Tuesday, Wednesday and Thursday mornings.

The curriculum packages developed for the new Theatre Arts options, and The Man in the Environment option (later entitled You and Your Environment) included objectives, a course outline which details activities, suggested schedule, calendar and lesson plans, study projects, resources, and a bibliography. A 5-7 page curriculum guide was also developed for these new options (Appendix M).

The METROPATHWAYS Fall Session Calendar is provided in Table 5 and the Spring Session Calendar in Table 6.

TABLE 5

FALL SESSION CALENDAR

Week	Tuesday	Wednesday	Thursday
1	November 16	November 17	November 18
2	23	24	25*
3	30	December 1	December 2
4	December 7	8	9
5	14	15	16
6	21	22	23
7	January 4	January 5	January 6
8	11	12	13
9	18	19	20
10	25	26	27

*Thanksgiving, alternate classes will be scheduled

TABLE 6

SPRING SESSION CALENDAR

Week	Tuesday	Wednesday	Thursday
1	February 1	February 2	February 3
2	8	9	10
3	15	16	17
4	March 1	March 2	March 3
5	8	9	10
6	15	16	17
7	22	23	24
8	29	30	31
9	April 5	April 6	April 7
10	12	13	14
11	26	27	28
12	May 3	4	5
13	10	11	12
14	17	18	19
15	24	25	26
16	31	June 1	June 2

The METROPATHWAYS program represents educational collaboration beyond the central component of student participation. Areas of collaboration and in-kind contribution which reinforces the basic concept of the METROPATHWAYS design are outlined below:

Materials and Supplies
Boston, Cambridge, Lexington, Medford, Watertown;
Audio-Visual Equipment and Materials
Brookline;
Curriculum Development
Boston, Lexington, Medford, Newton, World Affairs Council;
Resources
Arlington, Boston, Cambridge, Watertown;
Parent Participation
Boston, Cambridge, Lexington, Medfield, Medford, Needham, Waltham;
Information Exchange with Educational Agencies
EdCo, Flexible Campus Program of Boston, Institute of Open Education, Mass. Office of Internships, National Council for Social Studies, World Affairs Council;
Conference Planning
EdCo, Ethnic Heritage Conference of Massachusetts.

The underlying collaborative concept of METROPATHWAYS extends to area universities and institutions as well as to school districts. The following are providing interns to the fall and/or spring sessions in the areas designated:

New England School of Law, 20 hours
administrative research, teaching assistant;
Northeastern University, 6 hours
teaching assistant;
Northeastern University, 10 hours
teaching assistant, tutor;
Audubon Society, 20 hours
environment, teaching assistant;
Institute of Open Education, 5 hours
parent and community participation, public information;
Harvard Graduate School of Education, 5 hours
teaching assistant.

A schedule of the Workshops in which the METROPATHWAYS staff and students participated is provided below:

January 12
Liaison/Teacher Workshop;
February 1-10
Orientation;
February 21
Ethnic Heritage Conference - "Ethnicity and Educational Policy-making: An Experiential Approach". The METROPATHWAYS Coordinator worked in the design, organization, and execution of this Workshop;

March 9 - 12
National Council for the Social Studies: Northeast Regional Conference. Total staff was involved in the planning for a conference booth and the design and implementation of a one-day clinic on "The Fourth R - Recognition";

March 14
Staff Workshop - Issues in the Classroom: Ethnic Awareness and Understanding;

March 21
Staff Development Workshop - To become better acquainted as a person; to identify ways in which staff as individuals and as a group can make METROPATHWAYS more effective;

April 14
Curriculum Planning Workshop for selected participants - based on the interest of diverse schools and organizations in new and/or revised curricula. Dual focus: revisions to give the Ethni-City curriculum a more global view; working with home schools to create a direct linkage through curriculum;

May 4
Parent/Student/Education Conference sponsored by METROPATHWAYS, with participation by LAB School;

May 10
Magnet Education Programs Student Conference sponsored by EdCo, with participation by METROPATHWAYS:

October 20-22
Nationwide Invitational Conference on Magnet Education - METROPATHWAYS scheduled to sponsor Parent component of Conference, as well as to participate in Student segment;

On-going
Magnet Education Seminars sponsored by Bureau of Equal Educational Opportunity or hosted by the Institute of Open Education. Coordinator and other staff have been participating in these seminars and have made presentations on resources and recruitment.

An Evaluation of the METROPATHWAYS program, based on objective measures and a series of semi-structured small group interviews, was conducted by Behavioral Science Associates, Inc. of Hanover, Massachusetts. In summation, the evaluation document provides the following information.

1. The METROPATHWAYS program has had a significant positive affective impact on participating students.

2. Favorable changes in Self-Acceptance and Social Confidence are evident for black, white, urban, and suburban participants

3. The generally favorable comments and constructive criticisms offered by students is indicative of their interest in and support of the program.

4. Efforts to better manage the cultural and ethnic composition of individual classes within specific options would contribute to an increase in the effectiveness of METROPATHWAYS.

METROPAIRWAYS

The Massachusetts Department of Education through the Bureau of Equal Educational Opportunity granted the METROPAIRWAYS program $50,404 under Section 8 of Chapter 636 for the period of November 1976 to June 30, 1977. An overview of each of the funded PAIRWAYS follows.

Boston/Burlington/Wellesley

In 1975-76, four sixth grade teachers, including two from the Mary E. Curley Middle School in Jamaica Plain, one from the Francis Wyman Middle School in Burlington and one from the Otho L. Schofield School in Wellesley, developed and piloted an environmental educational/language arts curriculum. This Boston/Burlington/Wellesley PAIRWAY had an enrollment of 100 sixth grade students.

The Boston/Burlington/Wellesley teacher-team modified its PAIRWAY's 1975-76 curriculum to focus on the concept of "environmental interdependence" as exemplified by the interrelationship of diverse environments within the Boston metropolitan area.

The 1976-77 curricula began with a student-planned tour and comparative study of Boston, Burlington, and Wellesley, continued with an on-site study of those metropolitan natural environments represented by the New England Aquarium, the Blue Hills Reservation and Boston Harbor, and concluded with a three-day residential experience at the Ponkapoag Outdoor Center for an intensive course in ecological interdependence. In addition, a student workshop on stereotypes and prejudices was conducted prior to the camping experience.

The experience of the two year Boston/Burlington/Wellesley triad resulted in the following information for the principals, teachers and parents involved in the relationship of the piloted curricula to student needs.

Cognitive Needs

- Few Boston and suburban students travel to and/or within each other's communities.
- Students are generally unaware of the diversity of natural and man-made environments which exists within metropolitan Boston.
- Few students are provided with opportunities for experiential learning within these metropolitan environments.
- Student interest is high when they are being exposed to new environments and discovering environmental differences and similarities.

- Sixth grade students have only vague understandings about man's interdependence with his environment.

- A comparative study of environments is an effective way for teaching children about human interdependence.

- The structural format of the 1976-77 curriculum was the better one for guiding students through a progressive study of environmental concepts; however, the teachers did not have sufficient expertise in environmental education to develop those curricular materials which would have accomplished an in-depth study of each of these concepts.

- Environmental education naturally includes language arts and math activities.

Affective Needs

- Some students feel anxious when they are asked to interact with students from different racial backgrounds.

- Prejudice, anxiety and tension exist among white students from diverse socio-economic backgrounds.

- Middle class students establish friendships with Boston students more readily than do upper class students.

- Interaction among PAIRWAY students was qualitatively better when a camping experience preceded all other PAIRWAY activities.

- The Ponkapoag ropes course was the most effective single PAIRWAY activity for developing trust and those problem-solving skills necessary for subsequent productive student interaction.

- Assigning students the responsibility of planning a tour of their school and community for PAIRWAY students from other communities is an excellent method for facilitating the development of self-pride.

Interracial/Multicultural Needs

- Suburban children are rarely provided with opportunities to interact with minority students in either academic or social settings.

- The experience of working, studying, playing and living together within the integrated social structure of a residential camping program is an extremely effective way for magnet program students to gain understandings about and an appreciation for children from different racial, cultural and socio-economic backgrounds.

. Exposure to new environments provides students with an expanded perception of the society in which they live and increases their understanding of rights which are theirs and choices which are available to them within those environments.

The schedule and location of curricular activities for the Boston/Burlington/Wellesley triad follows in Table 5.

TABLE 5

SCHEDULE and LOCATIONS
for
BOSTON/BURLINGTON/WELLESLEY CURRICULAR ACTIVITIES

Curricular focus: Environmental Interdependence

Date	Location
January 21	Otho L. Schofield School, Wellesley
February 3	Francis Wyman Middle School, Burlington
February 8	Mary E. Curley Middle School, Boston
	"Where's Boston?" Prudential Center, Boston
February 16	New England Aquarium, Boston
March 18	Blue Hills Trailside Museum, Milton
May 4	Boston Harbor
May 12	Student Workshop: Stereotypes and Prejudices
June 1-3	Ponkapoag Outdoor Center, Canton (Three-day residential experience.)

Total Student Days: 13

(Each day at residential camp is counted as the equivalent of two student days. On all other days the children generally depart from their schools at 8:30 a.m. and return by 1:30 p.m. Boston students must be back by 1:30 p.m. in order to be bused to their home districts by their regular school buses.)

Boston/Arlington

Twenty-five seventh and eighth grade Hispanic students from the bilingual cluster within the Mary E. Curley Middle School in Jamaica Plain were paired in a partnership with a class of eighth grade, white students from Junior High East in Arlington who were studying Spanish as an elective subject. An integral part of this PAIRWAY's curriculum was the students' development of a photographic essay of each other's culture (see Appendix N).

The kind of planning which produced a uniquely high level of mutual respect among these PAIRWAY students is exemplified by the following activities which occurred during the Hispanic students' first visit to the Arlington school.

- A welcoming sign in Spanish, "Bienvenidos Amigos", which spanned the length of the school's main entrance, was made by the Arlington students.
- A large pictorial poster entitled "The Countries of Our PAIRWAY Partners" was placed in the school's main hall.
- Prior to the Hispanic students' visit, the Arlington PAIRWAY students went, in small groups, to every class in their school to explain the PAIRWAYS program, inform the student body about the imminent visit of their PAIRWAY partners and teach students and teachers welcoming phrases in Spanish. (All school staff, including the custodians, were taught these Spanish phrases.)
- The Arlington class wrote a welcoming speech in Spanish which their principal gave when the Curley students arrived.
- The Arlington students gave their partners a tour of their school, in Spanish. Scattered throughout the building were individual welcoming posters, in Spanish, for each Boston student.
- A barbeque lunch was cooked by the Arlington students for their partners.
- The graphic arts classes silk-screened posters saying, "Aqui se habla espanol, un poco" and "Yo tengo amigos en Arlington". The latter were used as gift souvenirs for the Curley students.
- Immediately before the Curley students left, their Arlington partners took them on a walking tour of the school's neighborhood.

The main event for this day was a review of the photographs and films which had thus far been taken by students of their families, neighborhoods, and PAIRWAY activities for their "photographic essay".

The Curley/Arlington PAIRWAY concluded its PAIRWAY activities with a three-day residential experience in June at Camp Monomoy in Brewster.

Both teachers in this PAIRWAY reported an increase in their students' level of motivation and performance in relationship to regular school assignments.

The teachers from this middle school Hispanic/Anglo PAIRWAY summarized their learnings about student needs, as follows.

- Students from diverse cultural and linguistic backgrounds need to develop an understanding of and an appreciation for the similarities, as well as the differences, of their cultural heritage and values.
- Some Hispanic and Anglo students stereotype each other.
- Hispanic and Anglo students are rarely provided with opportunities which allow them to interact productively with each other.
- Both Hispanic students and Anglo students who are studying Spanish need experiences which will motivate them to master and apply their second-language oral and writing skills.
- Hispanic students often do not feel a sense of pride about their bilingual skills.
- Children need educational experiences which will enhance their self-image and inspire the development of a sense of security about self.

The schedule and location of curricular activities for the Boston/Arlington PAIRWAY follows in Table 6.

TABLE 6

SCHEDULE and LOCATIONS
for
BOSTON/ARLINGTON CURRICULAR ACTIVITIES

Curricular focus: A Photographic Essay of Hispanic and Anglo Culture

Date	Location
February 17	University of Massachusetts, Columbia Point
March 3	Blue Hills Ski School, Milton
March 22	Mary E. Curley Middle School Jamaica Plain
April 7	Ponkapoag Outdoor Center, Canton
April 29	Junior High School East, Arlington
May 9	Documentary Day (Junior High School East, Arlington)
May 27	Plum Island
June 8-10	Camp Monomoy, Brewster (Three day residential camping experience)

Total Student Days: 13

(Each day at residential camp is counted as the equivalent of two student days. On all other days the children generally depart from their schools at 8:30 a.m. and return by 1:30 p.m. Boston students must be back by 1:30 p.m. in order to be bused to their home districts by their regular school buses.)

Boston/Needham

During the 1976-77 school year, third and fourth grade Hispanic students from the Rafael Hernandez School, Boston's bilingual magnet elementary school, and fourth grade students from three Needham schools participated in METROPAIRWAYS.

The PAIRWAY's activities were centered around the values and customs of English and Spanish-speaking Americans as they relate to family and home-life, holidays, music, art, dance, and recreational activities. Also, the Needham fourth graders were introduced to a basic Spanish vocabulary by their Hernandez PAIRWAY partners.

The teachers in the Hernandez/Needham PAIRWAY strongly supported the inclusion of curricular activities which could be conducted within each other's schools and a residential living experience which would provide the students with sufficient time to interact within a shared environment.

The schedule and location of curricular activities for the Boston/Needham PAIRWAY is provided in Table 7.

TABLE 7

SCHEDULE and LOCATIONS
for
BOSTON/NEEDHAM CURRICULAR ACTIVITIES

Curricular focus: Tu y Yo (You and I)

Date	Location
March 15	High Rock School, Needham
April 5	Carter School, Needham
May 6	Hernandez School, Dorchester
May 20	Ponkapoag Outdoor Center, Canton
June 8-10	Worcester County 4-H Center, Camp Marshall, Spencer, MA (three day residential experience)

Total Student Days: 10

(Each day at residential camp is counted as the equivalent of two student days. On all other days the children generally depart from their schools at 9:30 a.m. and return by 2:30 p.m.

School begins at 9:00 a.m. for the Hernandez children. These children must then eat breakfast before beginning their PAIRWAYS experience.)

METROPAIRWAYS Impact on Boston and Suburban Schools
1975-77 Summary

Boston

Mary E. Curley Middle School

1. Participated in 1975-76 PAIRWAY with Burlington and Wellesley.

2. Continued its participation in PAIRWAY triad with Burlington and Wellesley during the 1976-77 school year.

3. Requested renewal of PAIRWAY partnership with Burlington and Wellesley for the 1977-78 school year.

4. Four teachers from the Curley's bilingual cluster requested participation in a PAIRWAY for the 1976-77 school year; these teachers learned about the PAIRWAYS from the two Curley teachers who participated in the 1975-76 Curley/Burlington/Wellesley PAIRWAY; as a result, a bilingual partnership between Curley and Arlington was formed for the 1976-77 school year; a request was made by Curley to continue the Curley/Arlington PAIRWAY for the 1977-78 school year and to form an additional bilingual PAIRWAY between Curley and Waltham.

5. Because of their positive PAIRWAY relationship during 1975-76, Curley and Burlington (Francis Wyman Middle School) submitted a separate Chapter 636, Section 8 proposal which was funded for the 1976-77 school year.

Rafael Hernandez School

1. Participated in 1975-76 PAIRWAY with Needham.

2. Continued its PAIRWAY partnership with Needham during the 1976-77 school year.

3. Requested participation of a fifth as well as a fourth grade class for its 1977-78 partnership with Needham.

Burlington - Francis Wyman Middle School

1. Has requested continued participation for a third year in the Curley/Burlington/Wellesley PAIRWAY.

2. Requested 1977-78 participation in the newly developed PAIRWAY Career Exploration program.

Wellesley - Otho L. Schofield School

1. Requested continued participation for a third year in the Curley/Burlington/Wellesley PAIRWAY.

Needham

1. Requested an expanded 1977-78 enrollment for its partnership with the Rafael Hernandez School, i.e., one fourth and one fifth grade class rather than just one fourth grade class as had been the case during its 1975-76 and 1976-77 PAIRWAY involvement.

Arlington - Junior High East

1. Requested continued participation in a bilingual PAIRWAY with Curley for 1977-78.

2. A criterion for hiring a regular Spanish teacher to replace the 1976-77 PAIRWAY teacher (who is moving to France) will be interest in and suitability for participation in PAIRWAYS: this criterion was added by the Arlington principals.

New Applicant Suburban Districts

1. Reading - Environmental Interdependence program

2. Waltham - Hispanic/ANGLO PAIRWAY

3. Braintree - Urban Ecology Program

Renewed Interest: 1975-76 and 1976-77 Non-participants

1. Boston - David A. Ellis School - rejected by Newton School Committee in 1975-76 has requested 1977-78 participation in Native American Program.

   Mather School - rejected by Lexington in 1976-77; requestion 1977-78 participation in the Native American program.

2. Lexington - had insufficient parent support to pair with Mather in 1976-77; requested 1977-78 participation in the Native American program.

Boston New PAIRWAY Appl[illegible]ts

School	District
Thomas Edison	1
Joseph Lee	3
Robert Shaw	4
James Timilty	7
Samuel Adams	8
Joseph Barnes	8
John Cheverus	8

The METROPAIRWAYS program became an integral part of the regular school curriculum of those Boston and suburban schools mentioned above which have completed at least one year of PAIRWAYS involvement. Other Boston and suburban administrators who have learned about the success of the PAIRWAYS program in these schools are now requesting participation in METROPAIRWAYS.

In summary, the Final Report of the Evaluation of the METROPAIRWAYS 1976-77 Program by Behavioral Science Associates, Inc. of Hanover, Massachusetts concludes: the METROPAIRWAYS program has had a positive effect upon participating students from both urban and suburban schools.

METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC)

In August 1976, Ms. Paula Brown, then MEHRC Director, filed an application requesting financial assistance from the Massachusetts Department of Education, Bureau of Equal Educational Opportunity (BEEO). The Bureau expressed a desire to support MEHRC teacher training efforts and invited MEHRC to resubmit a proposal more consistent with BEEO program priorities. Specifically, MEHRC was asked to design a strategy for providing training in multiethnic education to selected individuals in targeted magnet school programs and/or in regions of the state to be identified by BEEO.

On November 3, 1976, Raymond A. Almeda was hired as MEHRC Director. Negotiations with BEEO staff commenced on November 5 and the revised workshop design was submitted to the Bureau on November 24, 1976. MEHRC received the approval of both the State Board of Education and BEEO and received funding at a level of $71,744.34 for the period of February 17 through October 31, 1977.

Although the MEHRC design was granted approval in December, 1976, the program's funding was not received by the Brookline School Department (the LEA) until mid-February, 1977. This delay proved to have a significant effect on the planning and, subsequently, the implementation of the program.

The MEHRC workshop package and training strategy was designed for use in school systems throughout Massachusetts. The objectives of these workshops were to stimulate effective school and community utilization of multicultural education approaches, techniques, and materials within the classroom and schools of participating magnet programs and/or METCO school districts.

Organized as a series of regional multicultural workshops, the 1976-77 MEHRC program was viewed as the first phase in a series of on-going training programs. Educators, parents, community groups or representatives participating were assisted in coming to grips with and delivering services which promote the development of a positive awareness of culture and ethnicity as one source of diversity within American life.

The regional multicultural workshops acknowledged the different needs of regional areas and consisted of a basic two-day workshop which had both a general component for dealing with over-reaching concepts of multiethnic education, and a specific component which could be applied to the particular concerns of the communities serviced. In each locality, the two days of training were to be scheduled at least several weeks apart to allow adequate time for participants to become familiar, discuss, and begin to implement their learnings.

Therefore, the workshop design incorporated Core and Modular components.

Core components:

1. outlined and developed initial activities and staff competencies which are viewed as necessary prerequisites for effective magnet programs and to desegregated/integrated school environments; and
2. devoted attention to the training and re-training of teachers and supportive school staff in order to create a multiethnic school environment.

Modular components gave specific attention to aiding educators in the identification and reduction of attitudinal/institutional or behavioral barriers which detract from multiethnic/multiracial education or reinforce inequality of educational opportunity in their local settings.

The specific goals of the individual workshops depended in large measure upon local conditions. Each pair of workshop days was planned to assist participants, working with a regional resource person, to form the local nucleus of a larger network which would foster continuing communication

and program planning around issues of multiethnic education. This network could provide a base upon which to build future programs and workshops.

The regional resource person was viewed as the liaison or principal contact between MEHRC and the communities designated for training. The role was filled by classroom teachers, system administrators, and, in one instance, by an independent evaluation consultant. The work of the contact person extended to the outreach capability of the MEHRC staff with respect to planning, evaluation and cost effectiveness, and greatly increased the potential for a significant "transfer of training" within each region. The regional resource person would also serve as a monitor of community/school resource utilization and an important link in the growing network of educators and other citizens who share a commitment to the goals of multiethnic education.

The 1976-77 MEHRC program workshops were conducted for the following regional areas:

Boston	New Bedford	Worcester
Scituate	Lawrence	

Boston

The design for the Boston Magnet Workshop was constructed around the participation of teams of individuals from targeted Boston area Chapter 636 funded programs. The Boston Magnet Session was held at the Church of All Nations on May 23, 1977. Items on the agenda included a presentation on multiethnic learning objectives, a presentation on the social and ethnic history of Boston, and presentations by model magnet programs with an emphasis on the techniques used for implementing interracial/multicultural learning objectives in the respective programs.

Scituate

The Scituate Regional Workshops were designed in a geographic cluster which included the Scituate, Hingham and Cohasset schools districts for the following reasons:

1. they all have METCO programs;
2. they all have expressed an interest in developing their resources for dealing with the range of urban-suburban/black-white issues;
3. Scituate has a growing Cape Verdean population with limited English speaking ability; and
4. the entire region is receiving white families from Boston's changing neighborhoods.

The first of two planning meetings for the first day of workshops took place on March 21. At the meeting, the role of the Scituate regional resource people, the workshop format, and the criteria for the selection of participants was discussed. Prior commitment to the goals of multiethnic education was identified as the chief criterion for involvement in the workshop, and the regional resource people were to select the teachers, parents, and community agency personnel from the Scituate community.

The first workshop was held on April 11 and the second on June 16, 1977. Goals for the first workshop included:

1. determine the ethnic diversity of your community and the continuing influence of ethnicity on an individual's self concept;

2. develop consensus statements which operationally define concepts of multiethnic education.

The second workshop, on June 16, provided a panel discussion and the organization of task groups to work on issues such as student and teacher projects in multiethnic education.

The task force group considering "building community support for multiethnic education" decided to work on developing an active METCO "host family" program. The group working on Chapter 622 decided to form a new Chapter 622 committee for Scituate, making certain to mobilize a broad base of community support for any specific efforts they might undertake. The student projects group worked on a plan for using a community intern program at the high school as a vehicle for working with elementary school children in multiethnic education; the high school students who made up that group recruited volunteers from the teachers attending the workshop so that they would have adult support for their project.

New Bedford

The dates for planning meetings relative to the first New Bedford workshop were April 4 and April 29, 1977. The proposed agenda was discussed, arrangements were made for a local speaker on New Bedford's ethnic and social history, and participants were chosen for the workshop. By April 20, all participants had been contacted and most of the arrangements had been made. Planning for the second workshop took place on May 20. At that meeting, the agenda was revised to more closely approximate expressed local concerns.

Goals for the first workshop included:

1. learning about the historical development of the study of ethnicity and the origins of the multi-ethnic education movement;

2. learning about the ethnic history of our community and the continuing influence of ethnicity as a source of personal identify/group action in our community;

3. formulating a personal perspective on the goals of multiethnic education.

The second day's agenda focused on resources close at hand to New Bedford and methods easily applicable to classroom situations.

Lawrence

A meeting to discuss the goals and objectives of these workshops, and to plan training activities which would support local integrated curriculum and program efforts took place on March 29. At a second meeting, on March 31, to discuss ways to reduce cultural isolation in Lawrence and to equalize educational opportunity within the Lowell Public Schools. A final planning meeting took place on April 28.

The first workshop took place on May 19, and the second workshop on June 7. Goals for the first workshop included:

1. to become aware of the implications of your personal perspective as it affects poor people and peoples of color;

2. to evaluate the relationship between your school's curriculum and the system's stated philosophy of multiethnic education.

The second day's agenda centered on racism and a presentation on third site magnet programs in the Boston area.

Worcester

The first meetings in Worcester in preparation for the workshops were on March 31. The next pre-workshop planning session was held on April 28 - the date originally designated for the first day of the workshop. In the interim, a decision had been made joinly by Worcester and MEHRC personnel to postpone the first workshop to make it possible for maximum participation.

The outcomes of the meeting were the clarification of the role of the regional resource person, the discussion and adoption of the basic agenda and goals prepared by the MEHRC team, the choice of a workshop site, and the changing of workshop dates to June 2 and June 9.

Due to the brief time between workshop sessions, the planning for the second day of the Worcester workshop was done entirely by telephone. Resource people and speakers from within and outside the Worcester system were invited to participate.

In general, the design for the Worcester workshops were very similar to that of other MEHRC workshops, with considerable input from Worcester people. In the second workshop, MEHRC relied heavily on Worcester people to report on local activities that might serve as a basis for the growth of multiethnic education within the school system.

In summary, the MEHRC regional workshops stimulated the participants to move towards more aware, knowledgeable and effective approaches to multiethnic/multicultural education. The MEHRC program simultaneously served as a curriculum materials distribution and information dissemination vehicle for multiethnic and multicultural materials developed by and housed within local school districts and/or community based organizations or institutions.

APPENDICES

A. GOALS, OBJECTIVES, ACTIVITIES - 1975-76

B. METROPATHWAYS Study Option Curriculum Guides
   Career Exploration
   Ethni-City
   Theatre Arts I - The Actor's Resources
   Theatre Arts II - The Actor's Techniques
   Political Perspectives

C. METROPATHWAYS Student Workshop Agenda

D. METROPATHWAYS School Attendance Records

E. METROPATHWAYS Grade Performance Shift Assessment

F. METROPAIRWAYS Boston/Needham Pairway Curriculum Guide

G. METROPAIRWAYS Boston/Newton Pairway Curriculum Guide

H. METROPAIRWAYS Boston Globe Article "Metropairing Report Favorable"

I. METROPAIRWAYS Education USA Article "Boston Students Bused Around Controversy"

J. MEHRC Newsletter

K. MEHRC Workshops' Announcement

L. GOALS, OBJECTIVES, ACTIVITIES - 1976-77

M. METROPATHWAYS New Study Option Curriculum Guides
   Theatre Arts - Improvisational Acting
   Theatre Arts - Scene Study
   Man in the Environment

N. METROPAIRWAYS Mass Media Article "METROPAIRWAYS Holds Class Here"

O. METROPAIRWAYS Arlington Advocate Article "Spanish Speaking, East Students Share Culture"

GOALS, OBJECTIVES, ACTIVITIES
1975-76

Component I - Administration

The Project's administration was organized into a METROCENTER. The METROCENTER for Communications, Counselling, and Resource Development coordinates the metropolitan educational programs and serves as an information and resource bank for students, parents, community groups and educators. These services are for individuals and groups who are, or who wish to be, actively involved in urban-suburban educational programs and staff development programs aimed at eliminating racial and ethnic isolation of students throughout the communities in the Boston SMSA serviced by MPP.

There are two interrelated goals for this component.

A. To continue to administer and coordinate the cooperative interdistrict activities that have been initiated and developed by the Metropolitan Planning Project.

B. To continue and expand the development and coordination of cooperative interdistrict programs recommend in the Metropolitan Planning Project's Ten Year Plan.

The following objectives were outlined in the proposal as the means by which the goals could be achieved.

1. To continue to develop a METROCENTER for Communications, Counselling, and Resource Development, to coordinate interdistrict educational programs and serve as an information and resource "bank" for students, parents, community groups, and educators throughout the Boston area.

2. To administer and coordinate MPP's three major programs: METROPATHWAYS, METROPAIRWAYS and MEHRC.

3. To coordinate MPP's program activities with other interdistrict programs in the Boston area directed toward the reduction of minority student isolation.

4. To promote greater participation of Boston area school superintendents, administrators, teachers, and students in the Metropolitan Planning Project's interdistrict cooperative programs.

5. To continue development of MPP's Ten Year Plan.

6. To administer the continued development of MPP's program recommendations: METROPATHWAYS, METROPAIRWAYS and MEHRC.

7. To coordinate collaboration among the three programs to help plan for the development and expansion of the three programs.

   In order to accomplish the objectives, the following activities were specified:

   a. meet regularly with staff members to review and supervise the operation of the three programs;

   b. meet with staff of other interdistrict programs in the Boston area to coordinate such activities as curricula and staff development, scheduling, student recruitment and evaluation;

   c. meet with school officials, staff, and students throughout the Boston metropolitan area to explain the Project's programs and promote the participation of as many school systems and schools as possible;

   d. produce an addendum to the Ten Year Plan that incorporates all of MPP's activities since 1973;

   e. continue the dissemination of the plan and the creation of a dialogue throughout the Boston area of the program recommendations in the Ten Year Plan;

   f. supervise the activities of the three programs and provide the program coordinators with any necessary assistance in such areas as
      organization
      scheduling
      facilities
      transportation
      curriculum development
      staff recruitment
      student recruitment
      school district participation;

   g. facilitate coordination of the three programs in such areas as curricula development, staff development, and school district participation as well as future program operations, organization, curricula, and needs.

Component II - Research, Evaluation, and Program Development

There are four interrelated goals for this component.

A. To systematically evaluate the demonstration and impact of the Metropolitan Planning Project's policy and program recommendations.

B. To continue to develop and support a communications network that provides schools and community organizations with information about the activities and programs of MPP.

C. To continue to develop and support mechanisms which provide parents, students, teachers, and community groups the opportunity to participate in the development and governance of the Metropolitan Planning Project and its interdistrict cooperative education programs and activities.

D. To continue research, evaluation and program development activities which will support and develop programs and other mechanisms which will facilitate the elimination of minority group student isolation through interdistrict cooperation.

To achieve these goals the following nine objectives were specified.

1. To develop the design for evaluating each of the programs.

2. To evaluate each program operating during the 1975-76 school year.

3. To develop a public information system on MPP activities.

4. To inform the Governing Board and the Advisory Committee of MPP activities and receive their comments and direction.

5. To develop program boards for each MPP program.

6. To facilitate a dialogue among urban and suburban parents and community representatives of the objectives and activities of MPP.

7. To update and refine MPP's community profiles and other research tables and information.

8. To analyze ways to promote interdistrict collaboration for the purpose of reducing minority group isolation.

9. To act as an information resource to governmental agencies, school systems, community organizations, and individuals on matters related to education, minority group student isolation, and interdistrict collaboration.

The following activities were outlined in the proposal as the means by which to successfully attain the objectives of this second component:

a. develop an evaluation design for each MPP program which includes the program areas to be analyzed; data collection and analysis techniques, and the questionnaires that will be administered;

b. supervise and assist in the evaluation of the programs using the evaluation design that has been developed;

c. publish newsletters, issue press releases as needed; attend community meetings and conferences; develop and utilize audio-visual presentations on MPP programs and activities;

d. staff members will attend Governing Board and Advisory Committee meetings; they will meet with Governing Board and Advisory Committee members when requested;

e. contact agencies and individuals interested in serving on Program Boards, establish Program Boards, meet with Program Boards monthly as needed to assist them in their development, utilize these Boards in the continued development, evaluation and expansion of the Project's programs;

f. establish an Urban-Suburban Steering Committee, hold special meetings in Boston area communities when requested; invite urban and suburban representatives to visit MPP programs and critique them, meet with various community groups and agencies to discuss and critique MPP's plans, programs, and activities;

g. update, where possible, all statistical tables in the Community Profiles and comparative tables (Volumes II and III of the Ten Year Plan);

h. computerize all of the research data;

i. provide technical assistance to minority and community groups, and individuals interested in utilizing this data;

j. implement the Community Resource Inventory model by providing technical assistance to school and community groups interested in conducting such an inventory;

k. utilize the data in the Community Profiles to do more refined analyses of the characteristics and the communities in the Boston area;

l. monitor and analyze legislative proposals in Massachusetts dealing with interdistrict collaboration;

m. develop legislation necessary to promote interdistrict collaboration;

n. analyze the interrelationship between education and other urban functions (e.g., housing, transportation, tax policy) as it relates to the reduction of minority group student isolation;

o. continue development of organizational and governance models for the interdistrict programs and delivery of educational services;

p. maintain the data gathering network developed by MPP and utilize the METROCENTER for Communications, Counselling and Resource Development to provide information on the characteristics of the communities in the Boston area in response to requests for such information.

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

CAREER EXPLORATION Curriculum Guide

METROCENTER

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

244-7031

B-2

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board,"... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social background."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing institutional program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of the CAREER EXPLORATION study option, one of the courses that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1975 Summer Curriculum Task Force, directed by the METROPATHWAYS Coordinator. These Task Force members included professionals in the substantive field, teachers certified in these areas, graduate students, high school students, and community persons as well as MPP's staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

This course will provide students with the opportunity to explore their present job and career expectations in terms of their values, interests and experiences. The activities of this course will include: resource speakers; values clarification and decision-making exercises; job site visits; workshop sessions, particularly, in the area of the job search; the opportunity for the student to "shadow" a job incumbent in a specific job placement; and other learning activities designed to facilitate the career development of each individual student.

Students will explore some of the areas of government in respect to careers in the federal, state and local civil service systems. They will also become familiar with career options in the human services area. They will learn that for minority groups and women, career choices have been limited; they will be exposed to a broad spectrum of careers, heretofore unfamiliar to them. Writing skills will be sharpened through the keeping of journals and analysis of their experiences. New skills will develop as they learn to draft resumes and fill out employment application forms.

Course Objectives

The objectives of the course will be to afford students the opportunity to:

A. Explore their thinking in an effort to comprehend the complex process of making a career choice and finding a job.

B. Gain an appreciation of themselves as members of a diverse, multi-ethnic, multi-racial society and as members of a group that has made a contribution and has more to make in the future, especially as related to the world of work.

C. Develop to the extent possible in one semester the skills, education (preparation) and training requirements for jobs and careers.

Units and Activities

Unit I - Building and Developing Group and Self Values (3 sessions)

Students will first become acquainted with the goals, structure, and scheduled activities of the METROPATHWAYS program and the CAREER EXPLORATION study option. The introduction will focus on students clarifying personal values and appreciating the different values which other members of the class hold, by:

(a) meeting and interacting with fellow students and exchanging perceptions.

(b) becoming aware of varying attitudes among them.

(c) taking part in exercises aimed at focusing on similarities and differences among them. Exercises in values clarification and exercises designed to create controversy will be employed.

Unit II - Career Exploration (5 sessions)

In this unit the students will begin to acquire an awareness of career and job fields by exposure to representatives and experts who will describe the job market. Students will learn to develop strategies for career and job exploration based on an understanding of their own values, needs and interests. Skills in decision-making will be introduced. Students will have the opportunity to interact with staff members and occupational resource people in order to fashion their own set of career choice skills. The unit will include:

(a) Job seeking activities such as resume preparation and interviewing techniques;

(b) Job market possibilities;

(c) A series of group and individual exercises utilized to create an exploratory mood;

(d) Establishment of a resource center, developed by students and teachers together, to store at the METROPATHWAYS Center as much relevant information as possible regarding the resources for choosing a career, seeking employment, and other pertinent information enabling students to develop a strategy to achieve these goals;

(e) Use of resource persons to expose students to various career fields and to break down stereotypic preconceptions.

Unit III - Career Investigation (5 sessions)

Students will, in this unit, have the opportunity to:

(a) Visit a large business;

(b) Participate in an in-depth workshop to acquire very specific job seeking skills;

(c) Visit youth employment centers and talk with youth employment "experts" from urban and suburban agencies;

(d) Have a shadowing experience, consisting of a full day spent with a representative of an occupational category reflecting the student's choice of career topic.

Unit IV - A Summary Unit - Careers, Interests and Jobs (3 sessions)

This unit will serve as the culmination unit for the course. The activities of this unit will include a discussion of the shadowing experiences, a summary opportunity to complete the career project, a final speaker to motivate students as they return to their schools, and a feedback and evaluation session to give students an overview of the total course. A major objective of this unit is to develop the capacity of the student to recognize job satisfaction and to refine his or her skills in decision making, particularly with regard to career choices.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class. They will also have to complete an individual or group project that has been approved by the teaching teams. A list of suggested projects will be given to students at the beginning of the semester. The METROPATHWAYS program encourages school districts to grant students academic credit for participation in this study option. Students will be required to sign the Student Contract (see last page).

Staff

The staff for the CAREER EXPLORATION study option will consist of a team of three teachers and resource persons who have background and interest in career education. Some of the staff will have participated in the Spring METROPATHWAYS demonstration and in the Summer Curriculum Task Force. The study option will also utilize many resource people from the Boston business and professional community.

Daily Schedule (Sample Day)

9:30 - 9:45 A.M.	Discussion of activities for the day.
9:45 - 11:45 A.M.	Values clarification exercises, discussion of job seeking techniques, shadowing experiences or meetings with occupation resource personnel.
11:45 - 12:30 P.M.	Lunch, discussions.
12:30 - 2:30 P.M.	Continue morning activities, work on individual and group projects, write weekly log.

Calendar

One section of the CAREER EXPLORATION option will be offered on the following days:

Tuesday	9:30 A.M. to 2:30 P.M.
Wednesday	9:30 A.M. to 2:30 P.M.
Thursday	9:30 A.M. to 2:30 P.M.
Friday	9:30 A.M. to 2:30 P.M.

STUDENT CONTRACT

For evaluation purposes of my participation in the CAREER EXPLORATION option, I agree to do the following or withdraw from the METROPATHWAYS program.

I Complete a weekly log/journal of my experiences in the CAREER EXPLORATION option. This will include not only a summary of events, but will contain some added insights or specific perceptions that I have gained from the day's activities.

II Complete an individual or group project approved by the teachers. (A list of suggested projects will be made available at the beginning of the semester).

III (Optional) Prepare a project/presentation for a home-school class explaining my METROPATHWAYS experience.

_____ _____

Date Teacher Signature

_____

Student Signature

B-8

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

ETHNI-CITY Curriculum Guide

METROCENTER

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

244-7031

B-1

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board,"... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social background."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing institutional program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of the ETHNI-CITY study option, one of the courses that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1975 Summer Curriculum Task Force, directed by the METROPATHWAYS Coordinator. These Task Force members included professionals in the substantive field, teachers certified in these areas, graduate students, high school students, and community persons as well as MPP's staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

This study option will utilize the disciplines of history, anthropology and sociology to teach students about the impact of cultural diversity in American society. The story of this nation is one of mass movement of diverse individuals and families from long established social orders to a new and developing one. The United States is a culturally pluralistic society and its citizenry includes people from all parts of the world. Students will initially study and discuss the meaning of ethnicity and culture, including an opportunity to gain a greater appreciation of their individual roots and origins as well as the roots and origins of other students in the class. The remainder of the course will focus on four of the ethnic groups that reside in the Boston area. These four groups - Afro-Americans, Native-Americans, Hispanic-Americans, Chinese-Americans - were chosen because they have been portrayed by inaccurate depictions of their respective cultures and historical distortions concerning their role in American life. Through studying these ethnic group communities, students will be expected to gain an increased knowledge, appreciation and awareness of the existence and role of ethnic group diversity in the United States.

Course Objectives

The objectives of the course will be to afford students the opportunity to:

A. Gain a greater appreciation of their individual roots and origins as well as the roots and origins of cultures different from their own.

B. Understand such terms as ethnicity, cultural pluralism, ethnocentrism, and culture.

C. Learn about the history, culture, people and institutions of four ethnic communities in the Boston area - the Native-American, Afro-American, Hispanic-American, and Chinese-American.

D. Become more sensitive to, and aware of, the needs of various ethnic communities in the Boston area.

Units and Activities

Unit I - Orientation to Ethnic Diversity (2 sessions)

Students will first become acquainted with the goals, structure and scheduled activities of the METROPATHWAYS program and the Ethni-City study option. The introductory unit will focus on the meaning of ethnicity and ethnic identity; stereotypic perceptions of ethnic groups; and a discussion of the different meanings of culture. Among the activities that will take place are the following:

(a) Students list the first three words that come into their mind about a particular ethnic group. Students discuss the terms utilized and how these concepts were formulated.

(b) View film "Textbook Racism" and discuss.

(c) Each student fills out a "values questionnaire." Discussion to follow on individual and group beliefs and values.

Units II - V - Boston's Afro-American, Native-American, Hispanic-American, and Chinese-American Communities (14 sessi

The introduction will be followed by a study of the Afro-American, Native-American, Hispanic, and Chinese-American communities in the Boston area. The class will spend three to four weeks on each of these ethnic groups. Students will study the history, communities and culture of each of these ethnic groups in the Boston area. In studying each ethnic group, students will acquire skills in "street corner observation," investigation, interviewing, and evaluating gathered information. For each of these ethnic groups, the METROPATHWAYS program has compiled a list of resources, a bibliography, a list of films and other audio-visual materials, and a list of places to visit that are of educational interest in various ethnic communities.

Unit II - Boston's Afro-American Community

In studying the history, culture and neighborhoods of Boston's Afro-American community, students will have an opportunity to do the following:

(a) Read and discuss several books and articles on such aspects of the Afro-American experience as slavery, migration, communications and media, and Black culture. Among the books that will be utilized are A Time Spent to Act by Julian Bond and From Slavery to Freedom by John Hope Franklin.

(b) Take the Black Heritage Trail; visit the Museum of Afro-American History and the Elma Lewis School of Fine Arts.

(c) Visit the Roxbury Action Program, and the Unity Bank and Trust Company, two examples of Black economic development.

(d) Visit the Bay State Banner; see and discuss videos from "Say Brother" and "Black News."

(e) Meet with representatives of the Black Caucus and the NAACP.

Students will have short weekly assignments to complete; for example, students could be asked to read about a specific news item (such as desegregation) in the Boston Globe, Bay State Banner, Muhammad Speaks and the Herald American, and compare and contrast the manner in which each paper reported the issue.

Unit III - Native-American

In studying the Native-American community, students will have an opportunity to do the following:

(a) See and discuss a slide and tape presentation of the Native-American communities of Dorchester, Jamaica Plain and the South End.

(b) Visit and talk to people at the Boston Indian Council, Indian Education Center, and the Peabody Museum.

(c) View and discuss any number of films on the Native-American experience at the Boston Public Library. Films include The Indian Speaks and The North American Indian.

(d) Visit one of the Tribal Councils on Cape Cod or in Maine.

Students will be asked to read a book on Native-American history and culture and hand in a paper indicating their feelings and reactions to what they read. Among the books that will be suggested are Custer Died for Your Sins by Vine Deloria and American Indian Prose and Poetry by Margot Asrov.

Unit IV - Boston's Hispanic-American Community

In studying the Hispanic-American community, students will have an opportunity to do the following:

(a) Visit and talk with the staff of various Hispanic-American agencies and organizations such as H.O.P.E., Alianza Hispana, Concilio Hispana and Inquilinos Boricuas en Accion about different issues that concern the Hispanic-American community in Boston (housing, education, employment).

(b) Read and discuss selections from S. Stein, The Islands, Fitzpatrick, The Puerto Ricans and ABCD The Spanish Speaking Community in Boston.

(c) Visit and talk to members of cultural groups in the Hispanic-American community such as Areyto, Felita Oyola, Latino Media Coalition, Puerto Rican Cultural Center, Pan American Society, Los Artesanos. Topic: Cultural development in the Hispanic-American community.

A final activity could be a brief discussion of Hispanic-American experience in the U.S. as reflected in the short stories included in the book by P.J. Soto, Spiks.

Unit V - Boston's Chinese-American Community

In studying Boston's Chinese-American community, students will have an opportunity to do the following:

(a) See and discuss the videotapes "The Chinese-American-The Early Immigrants" and "How We Got Here." These videotapes provide information on the history of Chinese-American immigration and the immigrant's experiences.

(b) Tour and explore Boston's Chinatown accompanied by members of the community. Among the institutions that will be visited are the Chinese YMCA, Chinatown Little City Hall, the Chinese Merchant's Association and the Kwong Kow Chinese School.

(c) Visit the Chinese-American Civic Association to observe and discuss Chinese dancing, painting and calligraphy.

(d) See slide show and hear lecture on Chinatown.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class. They will also have to complete weekly assignments while studying each of the four ethnic groups. These assignments would include reading a book or an ethnic newspaper and reacting to them in writing or observing and writing about their impressions of an ethnic community. For example, students will be asked to observe how the streets of Chinatown are used by people and what range of activities take place there. They will write a summary of what they have observed and make a comparison to the activities that take place on the streets of their own neighborhoods. The METROPATHWAYS program encourages school districts to grant students academic credit for participation and successful completion of the requirements in this study option. Students will be required to sign the Student Contract (see last page).

Staff

The staff for the ETHNI-CITY study option will consist of a team of three teachers and resource persons who have background and interest in ethnic studies. Some of the staff will have participated in the Spring METROPATHWAYS demonstration and the Summer Curriculum Task Force. The study option will also utilize the many resource people in the four ethnic communities that will be studied.

Daily Schedule (Sample Day)

9:30 - 9:45 A.M.--Discussion of activities for the day.

9:45 - 11:00 A.M.--View film and/or listen to a speaker to be followed by discussion (large or small group) of film or speaker.

11:00 - 1:30 P.M.--Visit ethnic community or agency (i.e. Chinatown, Black Heritage Trail). Have lunch, return to METROPATHWAYS Center.

1:30 - 2:30 P.M.--Write student logs, work on individual or group projects. Discussion of day's activities.

Calendar

One section of the ETHNI-CITY study option will be offered on the following days:

Tuesday	9:30 A.M. to 2:30 P.M.
Wednesday	9:30 A.M. to 2:30 P.M.
Thursday	9:30 A.M. to 2:30 P.M.
Friday	9:30 A.M. to 2:30 P.M.

STUDENT CONTRACT

For evaluation purposes of my participation in the METROPATHWAYS ETHNI-CITY study option, I agree to complete one of the following or withdraw from the METROPATHWAYS program.

(Check one)

___ I Complete a weekly log/journal of my experiences in the ETHNI-CITY option. This will include not only a summary of events, but will contain some added insights or specific perceptions that I have gained from the day's activities.

___ II Complete a brief weekly writing assignment concerning the day's activities. For example, a) respond to questions based on a hand-out concerning the weekly topic, or b) write the findings of some library research work stemming from the day's activities, or c) follow a related story in the news and report about it in writing, or d) solve a hypothetical situation concerning the unit topic.

___ III (Optional and may be chosen only in addition to one of the others). Prepare a project/presentation for a home-school class (history, government, social studies, anthropology, etc.) explaining my METROPATHWAYS experience.

_____ Date

_____ Teacher signature

_____ Student signature

B-16

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

THEATRE ARTS: THE ACTOR'S RESOURCES

Introductory I Curriculum Guide

METROCENTER

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

244-7031

B-11

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board,"... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social background."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing institutional program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of the THEATRE ARTS: THE ACTOR'S RESOURCES, Introductory I study option, one of the courses that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1975 Spring Curriculum Task Force, directed by the METROPATHWAYS Coordinator. These Task Force members included professionals in the substantive field, teachers certified in these areas, graduate students, high school students, and community persons as well as MPP staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

B-18

Overview

This course will utilize the disciplines of English, drama, and communications to introduce students to the resources of the actor. It is designed for the general student who is interested in exploring a variety of human potentials and does not deal specifically with problems of the stage. Students will have an opportunity to develop the resources and skills of an actor such as sharpening concentration powers and observation capabilities, and training the voice and body.

Course Objectives

The objectives of the course will be to afford students the opportunity to:

A. Meet and interact with students from diverse racial and ethnic backgrounds in a course that involves group activity and interaction;

B. Use dramatic literature and techniques as a means of increasing a student's knowledge and understanding of different cultural heritages, and of breaking down racial stereotypes;

C. Develop in students an understanding of his or her own potential as a creative individual.

Units and Activities

Unit I - Orientation (1 session)

Students will be introduced to the goals, structure and scheduled activities of the METROPATHWAYS program and THE ACTOR'S RESOURCES - Introductory I study option.

Unit II - Relaxation and Concentration (4 sessions)

Students will learn how to relax physically and mentally in order to relieve anxieties and transfer energies to a specific task. They will practice focusing their attention on circumstance and shutting out distracting factors. Specific acting exercises designed to develop relaxation and concentration skills will be utilized. Students will then be divided into three groups and asked to build dramatic moments in improvisational scenes.

Unit III - Physical Awareness (2 sessions)

Students will explore how bodies move and how these movements communicate. They will also explore space using the primary patterns that human beings use to move from one place to another such as walking, running, jumping, hopping, creeping, and crawling. Students will prepare and perform individual and group improvisations utilizing these physical movements. For example, they will act out such situations as an astronaut setting up a platform on the moon, or thieves in the night burglarizing a house.

Unit IV - Personal and Group Sensitivity (3 sessions)

Students will practice the use of the five senses in order to become more aware of themselves and their immediate environment. Students will again prepare and perform improvisational scenes, focusing on utilization of the five senses.

Unit V - Imagination (2 sessions)

Students will stimulate, discover, and practice using their imaginative facilities. Through these exercises, the students will increase their imaginative and intuitive awareness and self-knowledge.

Unit VI - Emotion (3 sessions)

Students in a group setting will stimulate, discover and practice emotional sensitivity, using both positive and negative feelings. For example, imaginary objects such as a doll and a toy gun will be passed around and students are to use the objects as they feel like using them. Also, students will practice improvisation using a hidden conflict.

Unit VII - Performance (1 session)

Students will select, rehearse and present favorite improvisations to the class and a small audience.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class. Students will also be expected to participate in all class activities, including exercises and improvisations. The METROPATHWAYS staff encourages school districts to grant their students academic credit for participation in this study option. Students will be required to sign the Student Contract (see last page).

Staff

The staff for this study option are all members of The School Touring Company, a team of teacher/artists, actors, directors, and playwrights experienced in teaching and working in the professional theatre. The School Touring Company participated in the Spring 1975 METROPATHWAYS demonstration program and in the Summer Curriculum Task Force.

Daily Schedule (Sample Day)

9:30 - 10:30 A.M.-- Pre Warm-up Exercises. These exercises are designed to limber up and energize the body.

10:30 - 10:50 A.M.-- Acting exercises to develop specific skills such as relaxation, concentration, physical awareness and emotion.

10:50 - 11:00 A.M.-- Break.

11:00 - 11:30 A.M.-- Continue acting exercises.

11:30 - 12:30 P.M.-- Lunch, discussions and writing impressions and feelings of day's activities in student logs.

12:30 - 1:30 P.M.-- Students will be divided into three groups and given assignments that will utilize specific skills. They will be asked to build dramatic moments into improvisational scenes.

1:30 - 2:30 P.M.-- Students will perform for each other their improvisational scenes and then discuss them.

Calendar

THE ACTOR'S RESOURCES - Introductory I study option will meet from 9:30 A.M. to 2:30 P.M. One section of this option will be offered on Tuesdays and another section on Wednesdays.

Tuesday	9:30 A.M. to 2:30 P.M.
Wednesday	9:30 A.M. to 2:30 P.M.

B-21

For evaluation purposes of my participation in the THEATRE ARTS: THE ACTOR'S RESOURCES (Introductory II) study option, I agree to do the following or withdraw from the METROPATHWAYS program.

I. Complete a log/journal each week of my experiences in the THEATRE ARTS option. This will include the following: a) description of class work in general; b) the description of my own work in particular. This will be not only a summary of exercises, but will contain some added insights or specific perceptions that I have gained from the day's activities.

II. Complete homework assignments which, in general, will be prepared in presentation, not in writing.

III. Complete assignments in reading of scenes and plays, and scoring of scripts.

IV. (Optional) Prepare a presentation for my home-school English or Drama class explaining my METROPATHWAYS experience.

_____
Date

_____
Teacher signature

_____
Student signature

B-22

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

THEATRE ARTS: THE ACTOR'S TECHNIQUE

Introductory II Curriculum Guide

METROCENTER

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

244-7031

B-23

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board,"....to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social background."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing institutional program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of THEATRE ARTS: THE ACTOR'S TECHNIQUE Introductory II study option, one of the courses that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1975 Summer Curriculum Task Force, directed by the METROPATHWAYS Coordinator. These Task Force members included professionals in the substantive field, teachers certified in these areas, graduate students, high school students, and community persons as well as MPP's staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

B-24

Overview

This course will utilize the disciplines of English, drama and communications to introduce students to the techniques of the actor and is open to students who have satisfactorily completed THEATRE ARTS: THE ACTOR'S RESOURCES - Introductory I or who have had similar theatre training. The course will detail the approach to serious and good acting in dealing with the problems of the stage, and will conclude with scene study work. Students will be required to prepare assignments at home that will consist of reading and working on scenes from plays.

Objectives

The objectives of the course will be to afford students the opportunity to:

A. Bring together students from diverse racial and ethnic backgrounds in a course that involves group activity and interaction;

B. Use dramatic literature and techniques as a means of increasing a student's knowledge and understanding of different cultural heritages and of breaking down racial stereotypes;

C. Develop in students an understanding of his or her own potential as a creative individual.

Units and Activities

Unit I - Orientation (1 session)

Students will be introduced to the goals, structure and activities of the METROPATHWAYS program and THE ACTOR'S TECHNIQUE - Introductory II study option. This orientation will include an explanation of the course, the teaching philosophy, the requirements, and a review of what was presented in THE ACTOR'S RESOURCES - Introductory I study option.

Unit II - Actor's Technique (6 sessions)

This unit will begin with a review of the exercises learned in Introductory I. These exercises included relaxation, concentration, stretches, and imagination games. The students will then progress to exercises designed to heighten the use of the five senses. Among the activities and exercises that students will complete are the following:

(a) Sense memory - mime movements, memory recall, improvisation with objects and adjustments, entrances and exits. Students will learn such techniques as freeze actions and body-strobé effects for learning mime illusions. Students will create basic illusions such as walking with a cane.

(b) Emotional or affective memory - animal exercises and emotional memory recall.

(c) Intentions-objectives - improvisations with assigned actions, obstacles and reactions, gesture movements and nonsense dialogues.

Some examples of specific exercises the students will complete are as follows:

(a) Student will be given an object behind his back and asked to describe it, focusing on the sense of touch.

(b) Students will be asked to verbally describe sensations in detail that add up to a specific event or moment.

(c) Students will observe a daily activity (i.e. washing hands) and present it non-verbally and without props.

Unit III - Scene Study (7 sessions)

In the first weeks students will read a number of scenes and short plays, some that they have brought to class, and some provided by the teachers. Students will then discuss them and choose a scene to work on for the rest of the semester. At the end of the course, students will be presenting their scenes in a workshop format to invited guests. In preparing for their scenes, students will learn about scoring a script, character analysis, blocking and production. Among the books and plays that students will be asked to read are the following:

Improvisation for the Theatre by Viola Spolin

Theatre Movement: An Actor and His Space by Nancy King

The Empty Space by Peter Brook

New Black Playwrights by William Couch, Jr.

Unit IV - Rehearsal and Presentation (2 sessions)

Students will rehearse and present their "scenes" to the class and invited guests.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class. Students will also receive weekly assignments to complete at home. These assignments will include reading scenes from plays and preparing some type of presentation. The METROPATHWAYS program encourages school districts to grant their students academic credit for participation in this study option and successful completion of the requirements. Students will be required to sign the student contract (see last page).

Staff

The staff for this study option are all members of the School Touring Company, a team of teacher/artists, actors, directors, and playwrights experienced in teaching and working in the professional theatre. The School Touring Company participated in the Spring 1975 demonstration METROPATHWAYS program and in the Summer Curriculum Task Force.

Daily Schedule (Sample Day)

9:30 - 10:00 A.M.	Warm-up exercises such as relaxation techniques.
10:00 - 11:00 A.M.	Specific acting techniques - sense memory, emotional or affective memory, scene study.
11:00 - 12:00 A.M.	Individual and small group assignment presentations.
12:00 - 1:00 P.M.	Lunch, free time and writing of logs.
1:00 - 2:00 P.M.	Improvisations or work on individual scenes.

Calendar

THE ACTOR'S RESOURCES - Introductory II study option will meet from 9:30 A.M. to 2:30 P.M. One section of this option will be offered on Thursdays and another section on Fridays.

Thursday	9:30 A.M. to 2:30 P.M.
Friday	9:30 A.M. to 2:30 P.M.

B-27

5.

STUDENT CONTRACT

For evaluation purposes of my participation in the THEATRE ARTS - Introductory II option, I agree to do the following or withdraw from the METROPATHWAYS program.

I Complete a log/journal each week of my experiences in the THEATRE ARTS option. This will include the following: (a) description of class work in general; (b) description of my own work in particular. This will be not only a summary of exercises, but will contain some added insights or specific perceptions that I have gained from the day's activities.

II Complete homework assignments which in general will be prepared in presentation, not in writing.

III Complete assignments in reading of scenes and plays, and scoring of scripts.

IV (Optional) Prepare a presentation for my home-school English or Drama class explaining my METROPATHWAYS experience.

_____ _____

Date Teacher Signature

_____

Student Signature

B-28

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

POLITICAL PERSPECTIVES Curriculum Guide

METROCENTER

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

244-7031

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board,"...'to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social background."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing institutional program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of the POLITICAL PERSPECTIVES study option, one of the courses that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1975 Summer Curriculum Task Force, directed by the METROPATHWAYS Coordinator. These Task Force members included professionals in the substantive field, teachers certified in these areas, graduate students, high school students, and community persons as well as MPP's staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

This course will utilize the social science disciplines (political science, sociology, and economics) to provide students with an opportunity to observe first-hand a variety of political processes within the Boston area, and to critique these processes in a group of their peers.

Students will learn that the effectiveness of the democratic process as a political system relies on public participation, and that the public's discovery and appreciation of its role in the democratic process can begin early in life.

Course Objectives

The objectives of the course will be to afford students the opportunity to:

A. Develop the ability, through discovery episodes, to identify the sources of decision-making and to apply creative and imaginative thinking in solving select problems by means of the political process;

B. Open to the students' view as diverse a range of political perspectives as possible;

C. Provide a first-hand acquaintance with the different functions of government through activities at Government Center, where local, state, and federal agencies operate in Boston to achieve certain ends;

D. Enlarge the horizon of experience with the varied people, places, and activities of the Greater Boston area;

E. Encourage the sharing of learning and skills that have been acquired within the program of their own schools and communities;

F. Acquaint themselves with career opportunities in public and community service.

Units and Activities

Unit I - Campaigns (4 sessions)

This unit will focus on the spring presidential primary, and is designed to accomplish the following:

(a) to expose students to the nuts and bolts of the entire organizational structure as seen through the campaign manager's eye;

B-31

(b) to discover the method of issue identification in a campaign;

(c) to understand the role of volunteers in the campaign as the chief resources for feedback and work;

(d) to discover the method of voter identification--i.e., demography, geography.

Activities leading to projects will involve:

(a) visits to campaign offices;

(b) interviews of a number of candidates;

(c) developing a list of organizations active in political campaigns and determining why they are involved;

(d) writing Senators Brooke and Kennedy for information needed by the student;

(e) conducting polls in their own districts on the number of registered voters;

(f) working in teams on special projects.

Unit II - Media (3 sessions)

The balancing of professional, societal and world issues that confront the media can best be illustrated in a political forum. The power of candidates and community groups would be invisible and ineffective in forming public opinion were it not for amplification by the media, both print and broadcast. Thus, the media can either limit or enlarge the ideas and actions which share the political life of Boston and the entire metropolitan area. The unit on media will include the following:

(a) Students will identify, locate, and compare a few of the many print and broadcast news media in the metropolitan Boston area;

(b) Students will read cases illustrating some dilemmas of "free" and "responsible" reporting; they will confront journalists who will discuss with them the constitutional, commercial, legal, and ethical limits of their profession;

(c) Students will discover how to obtain access to the media by visiting nearby broadcasting stations, and will meet news and community relations directors;

(d) Students will demonstrate their new perspectives on the press by one or more projects such as
-reading or listening to news writers or analysts;
-building a file on one public issue from varied sources;
-writing or taping a news report or feature and attempting to get it published or broadcast;
-working on or contributing to a school, local, or METROPATHWAYS newspaper.

In addition, students may choose other activities from the following options:

(a) Students will read Whipple in the Boston Globe one week in advance, with a view to questions such as, "Who keeps newspapers fair and honest?" "What is an ombudsman?" Then, students will visit the Globe and meet Mr. Charles Whipple, "Ombudsman," to interview him and tour the plant;

(b) Students will visit WILD, "Voice of the Black Community" (or El Mundo, a Hispanic newspaper), interview the news director and ask him to describe the functions and dilemmas of a "community" radio station (or newspaper).

Unit III - Community Power (3 sessions)

This section will explore four areas in which community power has been exercised - health, housing, education and police/community relations. These topics touch the lives of everyone but are especially pertinent to the young as they represent critical forces that shape their lives and futures. Activities will include:

(a) reading materials distributed at beginning of a day;

(b) playing simulation games to facilitate interaction and discussion,

(c) visiting agencies in small groups, returning to METROPATHWAYS Center and engaging in small group discussions to compare/contrast experiences and feelings about places visited;

(d) Visits to selected sites, such as:
-Chinese Health Center
-State House - Black Caucus
-Bureau of Student Services - Dept. of Education
-Boston Police Speaker's Bureau.

Unit IV - Student Power (3 sessions)

Students will seek an answer to the question: "Who wields the power?" In doing this, students will be exposed to the ways in which they may wield power, the strategy and issues that they may confront and with which they may struggle, and the influence they may have within the political system. They will discover for themselves the "voice" of students. Activities will include the following:

(a) Students will meet the members of the Department of Education Student Advisory Council who will expose them to issues of student concern.

(b) Students will visit the Student Service Center, Department of Education.

(c) Students will meet staff assistants to individual legislators and Committees on Education of the House and Senate, in order to learn what goes into the preparation of legislation. They will discuss the decision making process with individual legislators on the Committee of Education.

Unit V - Juvenile Justice (3 sessions)

After participation in this unit students will be able to:

(a) Identify and locate:

- 4 important city courthouses
- court officials
- court services
- correctional facilities in Suffolk County and those in their own town or county;

(b) See the relationship between an overwhelmingly oppressive institution and its powerless victims;

(c) Identify and evaluate the potential sensitivities of the court system or its officers.

Activities will include:

(a) Visits to such sites as: Roxbury District Court, Charles Street Jail, Pemberton Superior Court, Dorchester Court, Norfolk Prison, West Roxbury Court;

(b) Viewing the films "Children In Trouble," and "Juvenile Court";

(c) Formulating questions for persons who will speak to them, such as a lawyer from the Roxbury Defenders or Massachusetts Defenders;

(d) Writing character sketches and then analyzing them;

(e) Researching the possibility of becoming a volunteer Court Watcher;

(f) Reading pamphlet on "Minorities and Prisons," and anticipating what they will see on visits to prisons by writing down their expectations.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class. They will also have to complete an individual or group project that has been approved by the teaching teams. A list of suggested projects will be given to students at the beginning of the semester. The METROPATHWAYS program encourages school districts to grant students academic credit for participation in this study option. Students will be required to sign the Student Contract (see last page).

Staff

The staff for the POLITICAL PERSPECTIVES study option will consist of a team of three teachers and resource persons who have background and interest in politics and government. Some of the staff will have participated in the Spring METROPATHWAYS demonstrations and in the Summer Curriculum Task Force. The study option will also utilize as resource people many appointed and elected public officials, political groups, and governmental agencies.

Daily Schedule (Sample Day)

9:30 - 10:30 A.M.--Arrival, division into groups, each group addressed by speaker representing a candidate.

10:30 - 11:15 A.M.--Departure for Campaign Offices (by group).

11:15 - 11:45 A.M.--Arrive and hear address by Office/Campaign Manager.

11:45 - 12:45 P.M.--Lunch and discussion.

12:45 - 1:30 P.M.--Complete worksheets. Travel back to METROPATHWAYS Center.

1:30 - 2:30 P.M.--Conferences with teachers; write logs.

Calendar

One section of the POLITICAL PERSPECTIVES option will be offered on the following days:

Tuesday	9:30 A.M. to 2:30 P.M.
Wednesday	9:30 A.M. to 2:30 P.M.
Thursday	9:30 A.M. to 2:30 P.M.
Friday	9:30 A.M. to 2:30 P.M.

B-35

STUDENT CONTRACT

For evaluation purposes of my participation in the POLITICAL PERSPECTIVES option, I agree to complete one of the following or withdraw from the METROPATHWAYS program.

(Check one)

___ I Complete an individual project to be arranged with one of the POLITICAL PERSPECTIVES teachers, including a means of evaluation agreeable to both parties. The following are suggested ideas for individual projects: a) Saturday internships; b) photo essay; c) taped interviews; d) research paper in conjunction with another school course; e) student team projects in individual communities; f) analysis of public issue affecting employer; g) book reports.

I understand that if this option is chosen, another contract detailing my plans for individual work and evaluation must be written.

___ II Complete a writing assignment each week concerning the unit topic. For example, a) respond to questions based on a hand-out concerning the unit topic, or b) write the findings of some library research work stemming from the unit topic, or c) follow a related story in the news and report about it in writing, or d) solve a hypothetical situation concerning the unit topic.

___ III Complete a log/journal each week of my experiences in the POLITICAL PERSPECTIVES option. This will include not only a summary of events, but will contain some added insights or specific perceptions that I have gained from the day's activities.

___ IV (Optional and may be chosen only in addition to one of the above.) Prepare a project/presentation for a home-school class (history, government, social studies, etc.) explaining my METROPATHWAYS experience.

_____ _____
Date Teacher signature

_____
Student signature

STUDENT WORKSHOP AGENDA C

THE GOALS OF THE WORKSHOP ARE:

1. To get student suggestions about the organization and methods of their option.

2. To provide an opportunity for students from the same and other options to get acquainted.

3. To convene the METROPATHWAYS student body in a discussion of alternative school programs.

****

9:00 - 10:30 OPTION DISCUSSION GROUPS

Each option discussion group will consider the following questions:

1. In your option are students from urban and suburban schools mixing and working together? What suggestions would you make?

2. What ways could your option use to stimulate you to learn from yourself about yourself?

3. What ways could your option use to improve individualized instruction?

****

10:30 - 11:15 - SOCIAL BREAK, MUSIC, LOTTERY FOR AFTERNOON GROUPS

****

11:15 - 12:30 - METROPATHWAYS DISCUSSION GROUPS

Groups selected by lottery will discuss the following questions:

1. What are the politics of alternative school programs.

   Discuss METROPATHWAYS as a case study.

2. In what ways can you contribute to communication of the goals and results of METROPATHWAYS to:
   Open House - Tues. March 16

   Liaisons Workshop - Tues. April 6

   Parents' Workshop - Mon. April 12

****

12:30 - 1:00 - Report back on the actions suggested by the METROPATHWAYS discussion groups.

Attendance data among the ten schools and sixty-nine students in the sample indicate that, as a group, students attended school more consistently while participating in METROPATHWAYS. During the 1975-76 school year, the group increased their days in school by 204 over the 1974-75 school year. It is important to note that the majority of these days of increased attendance occurred in the urban schools in the sample. Attendance in the suburban schools for the sample group increased by ten days, accounted for by thirty-three students. Attendance in the urban schools in the sample increased by 194 days, accounted for by thirty-six students in the sample. Note that the increased attendance during the program is much more dramatic among urban than suburban students. The averaged population of students participating in METROPATHWAYS was 353. Thus, our data derives from a sample of approximately 20%. For most schools, attendance data were collected at the end of the third term. If the data from 1974-75 had included all four terms of attendance of students in the sample, then the lack of fourth term data might explain the decrease in absence in the overall record of the student sample. However, such information would not explain why there is a marked difference in attendance pattern shift between the urban and suburban schools in the study. That is, the 194 days greater attendance by students in the urban schools represents a 28% decline in number of days absent over the previous year for the students in this sample. The ten days greater attendance by students in the suburban schools represents

a 2.2% decline in the number of days absent over the previous year. Overall, the data show an 18% decrease in the number of days absent for the group as a whole.

SCHOOL ATTENDANCE

SCHOOL	1974-1975 Total Absent Days for Students in Sample	1975-1976 Total Absent Days for Students in Sample	Increase or Decrease in Days
Waltham	24	21	-3
Wellesley	81	134	+53
Boston Technical	131	75	-56
Cambridge	30	74	+44
Jamaica Plain	238	195	-43
Lexington	229	183	-46
Newton-South	56	51	-5
Brighton	160	74	-86
Boston Trade	124	71	-53
Newton-Bigelow	53	44	-9
Urban Schools	683.	489.	-194
Suburban Schools	443.	433.	-10
Total Schools	1126.	922.	-204

*NOTE: Urban Schools include: Boston Trade, Brighton, Jamaica Plain, Cambridge, and Boston Technical High Schools.

GRADE PERFORMANCE SHIFT ASSESSMENT

Methodology

1. Each school was examined separately to determine whether or not individual students increased or decreased their grade point averages. Because several schools had different grading systems, and because some students selected more courses than others, all grades were converted to a numerical scale. An average grade point was calculated for each student for each year under review, and an assignment of increase or decrease made to the average grade point for the 1975-76 school year compared with the 1974-75 school year.

2. The number of students who increased or decreased their grade point average was summed for each school and used as the comparison base for this analysis.

3. Grade Point Conversion Scale

A	=	10
A-	=	9
B+	=	8
B or P	=	7
B-	=	6
C+	=	5
C	=	4
C-	=	3
D+	=	2
D	=	1
D-	=	0
E	=	0
F	=	0

GRADE PERFORMANCE

School	1974-1975 Grade Point Average	1975-1976 Grade Point Average	Number of Students Increased Decreased Grade Ave
1. Waltham	5.6	4.0	-
	7.5	8.5	+
	7.0	7.8	+
	9.0	6.3	-
			Sub total: 2+ 2-
2. Wellesley	6.9	7.3	+
	4.0	5.2	+
	7.6	6.2	-
	8.0	7.6	n.c.
	7.3	6.8	-
			Sub Total: 2+ 2- 1 n.c
3. Boston Tech	7.3	9.0	+
	6.8	8.6	+
	6.7	8.0	+
	6.0	4.3	-
	6.5	5.4	-
	5.3	8.1	+
	6.6	7.6	+
	3.0	5.4	+
			Sub Total: 6+ 2-
4. Cambridge High and Latin	2.4	1.3	-
	5.0	7.0	+
	5.1	6.2	+
	2.2	4.5	+
			Sub Total: 3+ 1-

GRADE PERFORMANCE

School	1974-1975 Grade Point Average/Student	1975-1976 Grade Point Average/Student	Number of Students Increased Decreased Average
5. Jamica Plain	6.4	8.5	+
	4.0	6.0	+
	5.4	5.6	n.c.
	6.4	6.5	n.c.
	5.1	6.1	+
	4.8	5.1	n.c.
	6.5	8.2	+
	5.8	3.5	-
	7.6	6.0	-
	6.4	6.2	n.c.
	8.7	6.1	-
	5.8	5.1	-
			Sub total: 4+
			4-
			4 n.
6. Lexington	7.6	8.4	+
	6.2	8.0	+
	7.2	6.7	n.c.
	7.8	7.2	-
	8.5	4.4	-
	6.0	6.8	+
	9.5	7.0	-
	4.6	6.8	+
	5.6	5.7	n.c.
	4.0	5.7	+
	9.6	8.5	-
	9.1	8.0	-
	7.8	5.7	-
	7.3	8.6	+
	5.3	3.1	-
	4.6	1.7	-
	5.9	4.3	-
			Sub totals: 6+
			3-
			2

GRADE PERFORMANCE

School	1974-1975 Grade Point Average/Student	1975-1976 Grade Point Average/Student	Number of Students Increased or Decreased Average
7. Newton-South	6.7	7.2	+
	5.2	9.5	+
	6.0	4.0	-
			Sub Total: 2+ 1-
8. Brighton High	4.8	5.6	+
	7.2	8.1	+
	3.0	5.5	+
	6.1	7.1	+
	3.4	4.8	+
	5.7	7.4	+
			Sub Total: 6+
9. Boston Trade	5.7	7.1	+
	6.1	4.5	-
	6.4	3.0	-
	5.1	3.5	-
	9.1	9.4	+
	7.7	6.2	-
			Sub Total: 2+ 4-
10. Newton-Bigelow	8.8	8.0	-
	6.3	7.0	+
	6.1	7.0	+
	8.6	7.7	-
			Sub Total: 2+ 2-

TOTALS FOR Suburban Schools:	14+	16-	3 no change
Urban Schools:	21+	11-	4 no change*
All Schools:	35+	27-	7 no change

* No Change means there was a change of less than .5 in grade point average.

Conclusion

There is an overall increase in the grade point averages for the sample of sixty-nine students as a whole. Again, as with attendance, the greatest shift appears to have occurred among the thirty-six urban school children. Whereas the suburban group shows only modest change, the urban group shows a distinct performance shift, as evidenced by twenty-one of the thirty-six students having improved grade point averages. The suburban group showed fourteen of thirty-three students with an improved grade point average. That is, 60% of the urban group improved their grades, whereas only 40% of the suburban group improved theirs.

If we take the seven students who demonstrated no perceptible shift, that is, neither up nor down by more than .5 of an average grade point, and add them to the number of students who improved their grades, then forty-two of the sixty-nine students either improved their grades or maintained the same grades they had received the previous year.

Again, it is the improved grade point averages of the urban school students which statistically contributed more to improved scores for the group as a whole.

THE METROPOLITAN
PLANNING PROJECT
55 CHAPEL ST NEWTON, MASS
TEL. (617) 244-7031 02160

F-1

HERNANDEZ/MITCHELL PAIRWAY

Curriculum:

TU Y YO - YOU AND I

Level: Grades 3 and 4 Hernandez School, Boston
Grade 4 Mitchell School, Needham

Cooperating Teachers:

Sheila Villafrade - Grade 4 - Hernadez School
Dyalma Morales - Grade 3 - Hernandez School
Rosemary Murphy - Grade 4 - Mitchell School

I. Curricular Focus

We will bring together two linguistically different groups, Spanish and English, for the purpose of studying and sharing the similarities and differences in their cultures. We plan to come together in an environment that reflects the common agricultural heritage of all English and Spanish speaking Americans. Therefore, we have chosen a rural setting in which to fulfill our objectives. In order to totally immerse the children in this linguistic-cultural study, we feel it is necessary to spend three (3) consecutive days in this common environment.

Cognitive areas to be explored include the following:

A. Language Arts

1. Oral communication

a. Spanish as a second language
b. English as a second language

2. Vocabulary development (both languages)

3. Writing activities

a. Story telling
b. Letter writing

4. Reading activities

a. Story telling
b. Library research

B. Social Sciences

1. Geography

a. Land formation
b. Climate
c. Natural resources

2. Farm life

a. Hispanic farm life (colonial origins to present)
b. New England farm life (colonial origins to present)

3. Cultural awarenes

a. Music
b. Dance
c. Food
d. Family customs

C. Mathematics

1. Economics of farm life

2. Reading graphs and charts

D. Creative Arts

1. Dramatics

2. Movement

3. Puppetry

II. Rationale

We plan to bring together third and fourth grade Spanish and English speaking children from Boston and Needham in order to expose them to the multi-lingual, multi-ethnic composition of the Americas A rural setting was chosen as a starting point from which to discover our common agricultural heritage. The Pairways curriculum extends Boston's ongoing curriculum of communities and regions and their social needs; it extends Needham's curriculum of immigration and consequent formation of a multi-cultural society in America. Our total emersion strategy will encourage inter-cultural communication at all levels of daily living.

III. Goals

A. To develop the use of a common bi-lingual vocabulary pertaining to rural life.
B. To form new friendships between English and Spanish speaking children.

C. To impart a knowledge of the origins of farm life from colonial times to the present.
D. To learn the music, dance, food, and customs of both cultures.
E. To learn relationships between land formation, climate and natural resources.
F. To be able to follow the sequence of a product from the farm to the market.

IV. Planned Activities

A. Getting acquainted

1. Mitchell visit to Hernandez School, Friday, May 14

a. Partner meeting
b. Lunch together
c. "Cultural Friday" shared activity with partner

1. drama
2. cooking
3. paper art
4. gymnastics
5. sewing
6. dancing
7. arts and crafts

2. Hernandez visit to Mitchell School, Thursday, May 20

a. Reunited with partner
b. Luncheon
c. Team sports activity

B. Exchange letters between children-week of May 23

C. Three (3) day - two (2) night camp experience

1. Camp Marshall - Spencer, Ma. (Worcester County 4H Foundation) - Wednesday, Thursday, Friday - June 9, 10, 11)

2. Projected activities

a. Visits to local farms

1. dairy farm
2. fruit farm
3. vegetable farm

b. Visit to Sturbridge Village
c. Conservation activities

   1. soil
   2. water
   3. land

d. Nature walks
e. Wild and domestic animal study
f. Conversational Spanish (interrelated with all other activities)
g. English as a second language (for Spanish speaking children)
h. Arts and crafts
i. Swimming (special parental approval required)
j. Team sports
k. Cultural activites

   1. dance
   2. music
   3. food
   4. drama

l. Filmstrips/discussion

   1. Puerto Rican farm life
   2. New England farm life
   3. Puerto Rican customs

G-1

Memo to Mr. Aaron Fink

From: Roland S. Barth

February 9, 1976

Dear Aaron:

I want to give you a progress report on Angier's participation in the Metropairways program.

Since last spring, when Audrey Melick, Metropairways' coordinator, asked me if Angier teachers might be interested in cooperating with teachers at corresponding grades in a Boston school, many things have happened. The immediate response by the Angier faculty was both surprising and gratifying to me. Almost every teacher indicated an interest in this possibility as a way of enriching and enhancing their instructional programs. After Ms. Melick identified two Boston schools, the faculties of which were interested in "pairing" with Angier, Ms. Melick, an Angier teacher and I decided that the David Ellis School was indeed a very promising "partner." This school is located in a middle class, stable neighborhood in Roxbury. The building is a carbon copy of Angier's. The enrollment and grade span (K-6) are very similar, and the teachers energetic and dedicated. Under the leadership of Edith Simons, the principal, the school is clearly orderly, well organized and productive. In brief, those of us in both schools felt - and continue to feel - a good deal of compatibility and trust.

Last summer Ms. Melick submitted a proposal to the state for funds under Ch. 636, a part of which included an "Angier/Ellis pairing." Early this fall we were notified that, although funding for the Metropairways program had been dramatically reduced and involvement of potential students had been cut from 2,000 students to 470 students, the Angier/Ellis portion of the project was left intact. A total of $14,500 was granted for five classes of children for use in the 1975-76 school year.

With this assurance I spoke at length with several Angier teachers about their participation. After much discussion and thought several teachers committed themselves to the Metropairways program and have developed curriculum plans for their participation:

Curriculum: Me, Myself and I
Level: Grades 1 and 2
Teachers: Jean MacAndrew, Grade 2, David Ellis School
Betty Milton, Grade 1, David Ellis School
Sandra Porter-Englehart, Grades K-1-2, Angier School
John Roche, Grades K-1-2, Angier School

Through this program teachers plan to develop in students a more meaningful awareness and appreciation of themselves, of the differences among humans and among animals, and of the commonality of humans and animals. They hope to expand the concept of environment for students, creating an awareness of many aspects of urban and suburban environments.

The curriculum, as it has been developed by Mrs. Porter-Englehart during the past three years, integrates skills in physical and social sciences, language arts, mathematics and creative arts which she has worked on in her classroom. The coordinated efforts of Miss MacAndrew, Mrs. Milton, Mrs. Porter-Englehart and Mr. Roche have expanded the study to involve a multitude of additional

building methods, tools and architectural styles, students will gather information gathered on visits to Plimouth Plantation, Sturbridge Village, the Government Center area of Boston, including the construction site at 60 State Street. They hope to explore the theme of water transportation through visits to the Mayflower, the Constitution, and a modern Coast Guard vessel. Manufacturing methods and materials can come to life with a study of the Saugus Iron Works, Sturbridge Village manufacturing methods and a modern plant, the Parker Brothers, hopefully. Ms. Noel and Ms. Martin also plan to take advantage of many of the special programs offered for the Bicentennial. The Revolutionary exhibit, Transportation Museum and Children's Museum are particularly relevant to their programs.

A few of the themes for the follow-up discussions and written work include descriptions of a day in the life of a ten-year-old in two different time periods, how each student might choose to earn a living in different time periods, and biographies of men or women who held comparable positions in different time periods.

Most meetings for this pairing will occur at third sites with most of the classroom follow-up work done separately. Trips to third sites for students will take place one day a week between mid-March and the end of May. The program may conclude with a day of crafts from different centuries and a picnic to be held in the Angier School field.

Curriculum: Physical Education Activities
Level: Grade 5
Collaborators: Marc Alterio, Physical Education teacher, Angier School
Linda McNamee, classroom teacher, David Ellis School
Richard Salinger, Grade 5 teacher, Angier School
Barbara Steele, Grade 5 teacher, Angier School

Activities: Bowling experiences
Track and field
Outdoor skills experiences

Bowling. The bowling experience will provide children with a sound understanding of rules, regulations and scoring procedures. They will be developing skills through the bowling process which will aid in self direction and resultant self awareness. Social interaction is enhanced by the pairing of children for this experience.

Track & Field. Track and field with an Olympics approach will provide children with a cooperative experience rather than a competitive one. Children will be able to work independently to develop skills in a variety of activities - 50 yard dash, 60 yard hurdles, high jump, broad jump and shot put. Many children are naturally prepared for participation in such events. Children will be grouped by and represent a nation. Each group will be responsible for developing some salient facts and figures about the country which they represent.

Outdoor Skills. Outdoor skills is a natural - children play and recreate with one another continuously. Here children will be exposed to a variety of self directed and group oriented experiences, that lead to better use of leisure time. The activities will be Newcomb & Volleyball, handball, 4 Square Teatherball, tennis, and fun group games. Here the emphasis will be placed on participation in many activities. Children will play together at various station areas that will provide fun, exercises and success.

The meetings will take place between 11:45 and 1:45 each Wednesday between March 24th and the end of the school year. We plan that the bowling program will be held at a site chosen by the coordinating teachers, the track and field activities at Angier, and the late spring tennis, basketball, [illegible], teatherball and volleyball be held at Angier or another appropriate site.

Each of these plans was developed with four control considerations. 1) Participation of teachers is voluntary and children will engage in field trips away from the Angier School only with their parents' prior written approval - a continuation of our present policy. 2) Provision will be made for children whose parents choose not to have them participate in a program. These children will receive regular academic instructions at Angier. 3) Safety of everyone participating in the program is of highest priority. All trips will have at least one adult for every eight children. All buses used will be approved by the Town of Brookline (local education agency for this project). Preparation and supervision of all activities will be as careful as it is on all our trips off the school grounds. 4) Each curriculum plan developed by a teacher will enable children to receive academic instruction at a level or of a nature which would be impossible were we not participating in the Pairways program. In most cases the curriculum focuses on an area in which we already give instruction, such as the Bicentennial, race awareness, ethnicity, bowling and track and field. Participation in Metropairways enables us to provide more opportunities and more sophisticated experiences for children than we otherwise would be able.

Participation by parents charaterizes the Pairways program. I spoke with the possibility of our participating last spring with the P.T.A. Presidents and Presidents-elect, who showed interest and enthusiasm. In addition, a parent has been identified for each classroom involved who will work with each Angier teacher, carrying out the curriculum. Angier P.T.A. Co-Presidents Ken and Harriet DiNisco are offering their complete support to our pairing with the Ellis School. Mrs. DiNisco and another parent have already had an opportunity to visit the Ellis School - an opportunity other parents will have as well.

Last spring, as you know, two of our sixth grade teachers participated in a similar state funded program involving Angier and a paired Boston school, meeting for 12 sessions of instruction in zoology at the Franklin Park Zoo. All 44 parents granted their children permission to take part in this activity. We feel this program will be even more successful because our teachers will be making the important day to day instructional decisions.

We are setting up a series of informational meetings over the next two weeks - one for each of the four above Pairways programs. Those meetings will offer an opportunity for parents and others interested in those programs to learn in detail of teachers' plans, to ask questions, and give their suggestions. Shortly after each meeting we will offer parents of children in that class the opportunity to sign a permission slip for their children to participate.

I want to personally invite you, others from the central administration and members of the School Committee to attend any and all of these infor-

national meetings. The first will be held Wednesday afternoon, February 11, from 4:00-5:00, at which Ms. Noel will discuss her program. A copy of her detailed curriculum is enclosed.

I shall continue to share with you, from time to time, the progress of the Metropairways program. On the basis of what I have seen so far I am confident that this opportunity will enhance the education of all the adults and children who participate in it.

Cordially,

Roland S. Barth

cc: Harriest and Ken DiNisco, Co-Presidents, Angier P.T.A.
Audrey Melick, Metropairways Coordinator
Edith Simons, Principal, David Ellis School
Judy Smith, Angier/Ellis Coordinator

I

BOSTON STUDENTS BUSED AROUND CONTROVERSY

There were children being bused for integration purposes in Boston last school year who chose to be on the buses and who liked what was at the end of the ride. They were harassed, but they were watched closely by a team of researchers from the Harvard U. Graduate School of Education because the children were involved in a unique demonstration of metropolitan desegregation. There have been other projects involving voluntary cross-district busing. But the Boston area's Metropairways was unusual for several reasons--was one of the few metropolitan plans funded under the Emergency School Assistance Act (ESAA) despite much attention to this approach in the legislative history of the act and a specific set-aside for metro-wide plans. (Funding was subsequently denied by the congressional appropriation committees.) Also, Metropairways operated under an irony--while Boston was torn apart by the lawlessness accompanying court-ordered desegregation, this project deliberately set out to prove that collaboration was a practical, not an idealistic, goal for a democracy. And it further theorized that researchers have a responsibility to seek solutions, not just statistics.

Metropairways made headlines before it was fully organized when two suburban school districts, after participating in preliminary planning, voted against it, fearing that the plan would lead to a forced metro-wide district and loss of local control. The project proceeded, however, with three other pairings. One involved three different communities--inner city, suburban rich and suburban middle class. About 100 children from these three schools spent a week camping together and met for follow-up activities that centered on ecology and language arts. Another 50 children participated in a bilingual pairing where the curriculum compared Puerto Rican and New England rural cultures. The third pairing suffered from delayed planning and a lack of funds but it still enabled 5 children from the inner city and suburbs to take field trips together. After only one year of operation, the researchers concluded that the project significantly helped the children to interact with each other in meaningful ways. It was one of three projects in Boston--the others established an ethnic heritages resource center for teachers and arranged for suburban high school youth to attend classes with inner-city students on such subjects as politics, ethnic city differences and drama.

The researchers contend that the project worked well because teachers were provided with "instant feedback" on their own patterns of behavior, especially those related to cooperating with each other. For example, the research team would tell the teachers what their behavior patterns had been in previous planning meetings--whether cooperative or dominating--and although the immediate reaction of teachers was antagonistic, "they increasingly welcomed feedback...and increasingly developed curricula which combined cross-district interaction with basic skills learning." Parents were encouraged to participate at all levels, including the camping trips.

The focus was on collaboration, not curriculum. Harvard U. Associate Professor William Torbert, who headed the research evaluation team, believes that it is the "creative, daily exercise of collaboration" that will help citizens conform to constitutional principles voluntarily. In the Boston desegregation situation, Torbert says, federal Judge Arthur Garrity is in the untenable position of unilaterally enforcing "the very principles intended to facilitate collaboration--shared control." Metropairways, on the other hand, achieves the same goal through commitment of teachers, students and parents. It began with the assumption that children would be encouraged to interact in a sharing rather than a hostile way "only if the teachers who planned the curricula were able to behave collaboratively among themselves in the planning"--a goal which the researchers believe was accomplished. Metropairways plans on expanding next school year if funds are available. Money for administration has come from federal discretionary funds under ESAA; program funds came from the state. Limited copies of the research report, Collaborative Inquiry Into Voluntary Metropolitan Desegregation, are available from the Metropolitan Planning Project (55 Chapel St., Newton, Mass. 02160).

METRO ETHNIC HERITAGE RESOURCE CENTERS

J-1

YMCA
320 HUNTINGTON AVE.
BOSTON, MASS 02115
266-7670

Metro Ethnic Heritage Resource Centers

The METRO ETHNIC HERITAGE RESOURCE CENTERS is one of three major programs designed by the Metropolitan Planning Project (MPP), as part of its Ten Year Plan for the voluntary elimination of racial and ethnic isolation in the Boston Standard Metropolitan Statistical Area (SMSA). During its planning year MPP funded fourteen pilot projects under the Design of Learning Environments Component. Some of these projects, such as, The Museum of Afro-American History, the Afro-American Resource Center, the Hispanic Culture Curriculum Project, the Chinese American Resource Center, the Native-American Cross-Cultural Program, the Elma Lewis School of Fine Arts' Mobile Museum and the Metropolitan Cultural Alliance developed ethnic materials. The Resource Centers were built from these materials.

The Resource Centers will promote the study, compilation, production and distribution of materials and information related to ethnic groups in the Boston area. They will contain materials for use by students at all grade levels, teachers, administrators, and people from the community, thus helping the school systems of the SMSA to broaden the educational experience of their components. The Resource Centers will house and exhibit information and materials related to ethnic groups, eventually these centers will be located throughout the SMSA.

As an initial step towards the establishment of the METRO ETHNIC HERITAGE RESOURCE CENTERS, the Metropolitan Planning Project received a four month grant from the Massachusetts Department of Education Bureau of Equal Educational Opportunity. The immediate objectives of our project will include the development of an information bank of ethnic heritage organizations and other interested agencies, and the creation of a working task force of resource people from community agencies to be involved in the collection, review, and evaluation of ethnic heritage materials and programs. The Centers will work with the Boston School Department, other school systems and agencies to identify these materials. The Resource Centers will study Native-Americans, Chinese-Americans, Hispanic, and Afro-Americans, as well as other ethnic groups.

The final product of these four months will be 1) a series of booklets on the educational materials available on different ethnic groups, 2) a plan for teacher workshops that will orientate educators in the use of the resource booklets and other educational materials, and 3) a plan for the development of at least one METRO ETHNIC HERITAGE RESOURCE CENTER.

VOL. 1 NO. 1 JULY 197

MEHRC Task Force

The Metro Ethnic Heritage Task Force is composed of a number of specialists, each having expertise in a particular ethnic group. During the months of July and August they will collect and evaluate materials on ethnic groups in the Boston area, form the structure and content of teacher workshops to be held in the fall, and work on a series of booklets assessing ethnic resource materials available in the Boston SMSA. The workshops will orientate educators and community people to the proper use of the booklets and resource materials in the classroom.

What is MPP?

The Metropolitan Planning Project (MPP) is a collaborative of 56 school districts in the Boston metropolitan area. The project was funded in 1973-74 and 1974-75 by the U.S. Office of Education under the Emergency School Aid Act of 1972.

MPP is a cooperative effort to encourage and plan for the phased elimination of racial and ethnic is isolation in the schools of the greater Boston metropolitan area by voluntary means. In its work, the Project depends upon the active participation of school administrators, teachers, parents, students, and community groups. MPP provides a way for all of these people to focus on the problems of racial and ethnic student isolation, to generate ideas to solve these problems, and to turn these ideas into workable programs.

In addition to METRO ETHNIC HERITAGE RESOURCE CENTERS, MPP operates:

METROPATHWAYS, an educational program providing expanded learning opportunities and environments for secondary school students. The program, which consists of various study options, is designed to provide students with opportunities to experience the richness and diversity of greater Boston's culture, institutions and heritage; encourage voluntary collaboration between urban and suburban school districts; utilize out-of-school learning sites, and encourage the use of public transportation for energy conservation.

METROPAIRWAYS, a program to form pairs pairs or triads of elementary, middle, and junior high schools across district boundaries to reduce racial, ethnic, and socio-economic isolation.

FOR MORE INFORMATION ON:

MEHRC contact:

Mr. Eddie Aguilu
METRO ETHNIC HERITAGE RESOURCE CENTERS
YMCA
320 Huntington Ave.
Boston, MA 02115
266-7670

MPP contact:

Dr. Marcia Feld, Executive Director
Metropolitan Planning Project
55 Chapel Street
Newton, MA 02160
244-7031

METROPATHWAYS contact:

Ms. Phyllis Mondrer
METROPATHWAYS
YMCA
320 Huntington Ave.
Boston, MA 02115
267-2550

METROPAIRWAYS contact:

Ms. Audrey Mellick
METROPAIRWAYS
55 Chapel Street
Newton, MA 02160
244-7031

MEHRC TASK FORCE

J-3

During the summer the Metro Ethnic Heritage Task Force will be preparing a series of booklets on ethnic studies for use by teachers, administrators, students and community people.

The first series of booklets will describe the educational resource materials: books. audiovisual aides, curriculum materials, organizations, available in the Boston area, that could be used to expand the educational experience of students. So far the series will be composed of the five ethnic groups already involved in the first phase of the project, these groups are; Chinese-American Native Americans, Hispanics, Afro-Americans, and Italien-Americans. The task force has been reviewing materials from the Bilingual Department of the Boston School Department and other school systems in the Boston area; the Copley Square Library, Cambridge Library, various university libraries, and from private collections; and from such organizations as HOPE, BIC, PAC, and the Alianza Hispanic. The materials collected will be organized accirding to the following topics; History, Culture, Identity and Community.

At the present time the task force members are discussing the introductory section of the booklets and the criteria for evaluation of materials. After the materials have been reviewed, those filling the criteria will be recommended.

The first three booklets of the series should be ready by the end of August. Booklet number four, on the Afro-Americans was started the last week of July and will be completed in early September. The booklet will deal with an evaluation of the audio-visual resources (films and filmstrips) related to the Afro-American experience. Booklet number five, on the Italien-Americans, is is expected to be ready by mid-September. Dissemination of the booklets will begin in September.

LOOKING FOR SOMETHING ?

ARE YOU HAVING A HARD TIME LOCA_-TING BOOKS, FILMS OR OTHER EDUCA-TIONAL MATERIALS ON DIFFERENT ETH ETHNIC GROUPS? IF SO, PLEASE SEND US YOUR NAME AND ADDRESS, ALONG WITH AN EXPLANATION OF WHAT YOU ARE LOOKING FOR, PERHAPS SOMEONE ON OUR STAFF OR A PARTICULAR A_ GENCY WE KNOW OF COULD HELP YOU. IF ALL ELSE FAILS, WE'LL PUT YOUR REQUEST IN THE NEXT NEWSLETTER AND SEE IF ONE OF OUR READERS CAN HELP YOU.

J-4

WHO SHOULD GET ONE?

DO YOU KNOW OF ANYONE THAT MIGHT BE INTERESTE IN RECEIVING A COPY OF OUR NEWSLETTER??? IF SO PLEASE SEND THEIR:

NAME
BUSINESS ADDRESS
HOME ADDRESS
TELEPHONE NUMBER

TO: BETSY FOBERT
METRO ETHNIC HERITAGE RESOURCE CENTE
YMCA
320 HUNTINGTON AVE.
BOSTON, MA 02115

METRO ETHNIC HERITAGE RESOURCE CENTERS

YMCA
320 HUNTINGTON AVE.
BOSTON, MASS 02115
266-7670

K

METROPOLITAN PLANNING PROJECT
METRO ETHNIC HERITAGE RESOURCE CENTERS

Announcement - Three Workshops

OVERALL THEME: " Developing a Multi-Ethnic Approach Towards Teaching and Education "

Workshop #1: Purpose: Focusing on Theme and Establishing Guidelines for Multi-Ethnic Curriculum Development

Location: Boston State College - Faculty Building, Huntington Avenue (across street from Administration Building), Boston

Date: Saturday, April 10, 1976

Time: 9:00a.m. - 2:30p.m.

*Parking in Boston Latin Parking Lot - enter from Louis Pasteur Ave., off the Fenway)
MBTA - Take Arborway car on Green Line from Park Street.

Workshop #2: Purpose: To develop Multi-Ethnic Learning Packets.

Location: EDC, 55 Chapel Street, Newton

Date: (Two options: Please choose either Saturday, April 24 or Saturday, May 1) - Date will be determined by preference of participants.

Time: 9:00a.m. - 2:30p.m.

*(Further details will be announced)

Field-Testing of Learning Packets: From date of 2nd workshop to May 19

Workshop #3: Purpose: Evaluation Session

Location and time to be announced

Date: May 22

Reimbursement will be at the rate of $35.00/workshop. A commitment to attend all 3 workshops is required in order to be reimbursed. At each workshop you will be requested to sign in upon arrival and to sign out upon departure.) We feel this commitment is important in order to maintain continuity and to assure quality results in the development of multi-ethnic learning packets.

If you will be able to participate, please tear off the form below indicating your preference for the 2nd workshop date. Please also fill out the needs assessment form attached and return both forms no later than April 5. Please contact Paula Brown or Lynda Caples at MPP (244-7[illegible] for further information. We look forward to seeing you on the 10th!

GOALS, OBJECTIVES, ACTIVITIES
1976-77

GOAL I Continue the Metropolitan Planning Project (MPP) as an agency that plans and implements voluntary metropolitan desegregation programs.

Objectives

A. To supervise and administer MPP's three major programs: METROPATHWAYS, METROPAIRWAYS and METRO ETHNIC HERITAGE RESOURCE CENTERS (MEHRC).

B. To develop proposals for the continued funding of MPP program and activities.

C. To continue a dialogue with state and federal agencies, universities, businesses, superintendents, teacher unions, parent and student groups, and ethnic agencies about efforts to promote metropolitan desegregation.

D. To develop new programs and activities for implementing metropolitan desegration.

Activities

The Executive Director, with the assistance of a Staff Associate and an Administrative Assistant, will supervise and administer the overall programs and activities carried out by MPP. These activities will include:

1. administering the METROPATHWAYS, METROPAIRWAYS, and MEHRC programs through the employment and supervision of program coordinators and promoting program coordination, and will assist the program staff in areas such as logistics, budget, curricula, and staff training;

2. carrying out such other administrative functions as Quarterly Reports, preparing for and attending monthly Governing Board and Advisory Committee meetings and managing the programs' budgets and accounts;

3. preparing funding proposals for submission to federal, state, and local government agencies; contacting private foundations for funding; holding discussions with Boston area superintendents and school committee members on local school disfunding of the Project's activities and programs,

4. continuing and expanding the Project's role in promoting voluntary metropolitan desegregation programs in the Boston area and throughout the country;

5. continuing to serve as an information resource to Boston area governmental agencies, universities, businesses, community groups, teacher unions, ethnic agencies, parents, and students on the issues surrounding metropolitan desegregation;

6. developing new metropolitan desegregation programs and activities, including the refinement of MPP's present three major programs.

GOAL II Provide information to school administrators, teachers, parents, students, and the community at large about the voluntary metropolitan desegregation programs and activities of MPP.

Objectives

A. To develop a public information system on MPP programs and activities.

B. To publish an addendum to MPP's Ten Year Plan.

Activities

1. Publish monthly newsletters that are distributed to MPP's mailing list of superintendents, principals, school committee chairpersons, teacher organizations, minority and ethnic agencies, student groups, universities and community organizations.

2. Issue periodic press releases for the Boston area media.

3. Prepare and disseminate brochures describing MPP and its programs.

4. Write an addendum to MPP's Ten Year Plan that was published in November, 1974.

GOAL III Continue to develop a community education system and network in the Boston area that deals with the myriad of issues and problems that accompany the implementation of voluntary metropolitan desegregation programs and the attempts to reduce isolation among minority and majority group students from urban and suburban areas.

Objectives

A. To facilitate a dialogue among urban and suburban educators, parents and community representatives of the objectives and activities of MPP.

B. To promote community participation in the planning and critiquing of MPP's programs and activities.

C. To assist in the breaking down of fears and stereotypes that exist between many urban and suburban residents, particularly around the issues of race and class.

Activities

1. Hold monthly meetings of the Urban-Suburban Steering Committee; work on increasing the number of active members of the group so that a number of urban-suburban groups can be formed, each one containing residents of Boston and several suburban communities; expand the functions of the urban-suburban committee to include planning for the utilization by MPP's programs, of local resources and institutions, developing curricula for next year's program and assisting in the implementation of the programs.

2. Serve as the main information link between the Advisory Committee and the Project's staff.

3. Continue to work with individuals and organizations attempting to reduce urban-suburban isolation and minimize community fears or misconceptions about the desegregation process including:

   a. the training of parents and other citizens to serve as spokesmen in their communities on the issues surrounding urban-suburban collaboration and the reduction of minority and majority group isolation;

   c. the holding of meetings and workshops with educators, school committee members and citizens in all areas of the Boston SMSA to discuss these issues.

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

Theatre Arts: Improvisational Acting

Curriculum Guide

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

Phone Number: 244-7031

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board," ... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social backgrounds."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of Theatre Arts: Improvisational Acting, one of the study options that is offered in the METROPATHWAYS Program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the Theatre Company of Boston School Touring Company in cooperation with the METROPATHWAYS Coordinator and the 1976 Summer Curriculum Workshop. The Workshop team included teachers certified in these areas, high school students, parents, and community persons as well as METROPATHWAYS staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

This course will introduce students to the resources of the actor. It is designed for the general student who is interested in exploring improvisational acting as a means of expression and enjoyment, and will not deal specifically with problems of the stage. Students will develop the resources and skills of the actor in order to build an improvised piece for presentation by the end of the course.

There will be field trips, films and demonstrations by guest artists in order to broaden the students' understanding of Theatre. Students will be asked to keep logs and to script some of the improvisations.

Course Objectives

The objectives of the course will be to afford students the opportunity to:

A. Meet and interact with students from diverse racial, social and ethnic backgrounds in a course that involves group activity and interaction.

B. Use dramatic techniques as a means of increasing the student's knowledge and understanding of different cultural heritages and of breaking down racial stereotypes.

C. Develop the student's own potential as a creative individual.

D. Become familiar with theatre in Boston through field trips, lectures, demonstrations and films.

E. Create improvised dramatic scenes based on material taken from the experience of the students.

Units and Activities

Unit I Orientation (2 sessions)

A. Students will be introduced to the goals, structure, and scheduled activities of the METROPATHWAYS Program and the requirements of improvisational acting.

B. Students will observe a professional improvisational presentation.

C. Students will be asked to comment on the presentation and encouraged to develop their own critical abilities.

Unit I - Orientation (continued)

D. Students will choose a theme to work on for the course. They will be encouraged to pick a broad topic such as:

1. school in different times
2. family
3. working

Unit II Improvisational Techniques (9 sessions)

A. Students will participate in theatre games and acting exercises designed to approach the theme chosen by the students.

B. Areas of concentration will be:

1. group improvisations;
2. non-verbal improvisations;
3. improvisations based on specific acting;
4. scripting scenes based on improvisation.

Unit III Preparation for Presentation (4 sessions)

A. Create structure for the improvisation;

B. Write an outline of the script;

C. Rehearse;

D. Present the piece to the class and a small audience of teachers, staff and friends.

Unit IV Evaluation (1 session)

A. Students will discuss and write a critique of their own work and the presentation as a whole.

Course Requirements

Students will be required to write weekly logs. Students will also be expected to participate in all class activities including field trips, exercises, improvisations, writing scripts, and the presentation. The METROPATHWAYS program encourges school districts to grant their students academic credit for participation in this study option and successful completion of the requirement.

Staff

The staff for this study option are all members of The School Touring Company, a team of teacher/artists, actors, directors, and playwrights experienced in teaching and working in the professional theatre. The School Touring Company participated in the Spring 1975 METROPATHWAYS demonstration program, the 1975 Summer Curriculum Task Force, the Spring 1976 Semester, and the 1976 Summer Curriculum Workshop.

Daily Schedule (Sample Day)

9:30 - 12:00 p.m.	Field Trip Students will visit a local theatre to watch a rehearsal process and attend a discussion with actors, director and playwright (if possible) afterward.
12:00 - 1:00 p.m.	Lunch and Logs Students will be encouraged to report on day's field trip and will be given assignments pertaining to the class improvisation. Example: "write character analysis and history of the character you last played."
1:00 - 2:30 p.m.	A. Students will be split into two groups (actor and audience) in order to work on an improvisation that would define <u>where</u> the scene takes place. B. Students will be split into groups in order to work on an improvisation concentrating on physical character work.

Calendar

Improvisational Acting study option will meet from 9:30 a.m. to 2:30 p.m. One section of this option will be offered on Tuesdays and another section on Wednesdays.

Tuesday	9:30 a.m. to 2:30 p.m.
Wednesday	9:30 a.m. to 2:30 p.m.

m-6

Student Contract

I agree to do the following or withdraw from the METROPATHWAYS program:

I. Complete a log/journal each week of my experiences in the Theatre Arts option. This will include the following: (a) description of class work in general; (b) the description of my own work in particular. This will be not only a summary of exercises, but will contain some added insights or specific perceptions that I have gained from the day's activities.

II. Complete homework assignments which, in general, will be prepared in presentation, not in writing.

III. Complete assignments in reading of scenes and plays, and scoring of scripts.

IV. (Optional) Prepare a presentation for my home-school English or Drama class explaining my METROPATHWAYS experience.

_____ _____

Date Teacher Signature

_____

Student Signature

m-7

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

Theatre Arts: Scene Study

Curriculum Guide

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

Phone Number: 244-7031

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board," ... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social backgrounds."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage;

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of Theatre Arts: Scene Study, one of the study options that is offered in the METROPATHWAYS Program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the Theatre Company of Boston School Touring Company in cooperation with the METROPATHWAYS Coordinator and the 1976 Summer Curriculum Workshop. The Workshop team included teachers certified in these areas, high school students, parents, and community persons as well as METROPATHWAYS staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

Students participating in this course will examine, in detail, the process of preparing scripted material for performance. Each student will be assigned two scenes to work on for approximately six weeks each. Emphasis will be placed on actor's homework, rehearsal techniques and methods of research. Visiting artists from Boston will be invited to discuss and share their work techniques.

The course is open to all interested students. Individualized criticism by professional theatre artists will give each student the space to work on problems appropriate to his own level of experience. A selection of scenes will be presented at the end of the course.

Objectives

The objectives of this course are to:

A. Bring together students from diverse social, racial and ethnic backgrounds in a course that includes group activity and interaction.

B. Use dramatic literature and the discipline of acting to increase the student's knowledge of himself and others.

C. Acquaint the student with the craft of acting.

Units and Activities

Unit I Orientation (2 sessions)

Students will be introduced to the goals, structure and activities of the METROPATHWAYS Program. Requirements and work habits will be discussed and agreed upon as a group. Through improvisation exercises and discussion the teachers will determine the student's level of ability, and the teachers will assign students to work on specific scenes in specific groups of four or five.

Unit II Group Scenes (6 sessions)

The first scenes will be from modern plays involving groups of people and will remain within the students' range of experience. Areas of concentration will include:

1. Preparation: how to read a script; how to isolate specific objectives; how to prepare for a first rehearsal; relaxation and concentration.

Unit II - Group Scenes (continued)

2. Isolating and selecting objectives, obstacles and actions;

3. Ensemble work - taking direction;

4. Researching play, playwright, character;

5. Staging, blocking, vocal work.

Unit III Two-Person Scenes (5 sessions)

This unit will require more intensive work from the individual students. The scenes will be more difficult and demand more specific character work.

Areas of concentration will include:

1. Approaching the scene with the partner and exploring various possible choices;

2. Selection of imaginative actions;

3. Research of play, observation for character work;

4. Character work through physical and vocal choices, animal images, music, emotional and sense memory;

5. Personal prop and costume choices.

Unit IV Rehearsal and Presentation (3 sessions)

Scenes will be selected from class work and rehearsed as an ensemble presentation. The selections will be presented at METROPATHWAYS for parents and invited guests.

Course Requirements

Students will be required to write weekly logs of what they learned in each class. Students will also receive weekly assignments to complete at home. These assignments will include reading scenes from plays and preparing for rehearsal. The METROPATHWAYS program encourages school districts to grant their students academic credit for participation in this study option and successful completion of the requirements.

Course Requirements (continued)

Books for homework assignments will include:

Respect for Acting by Uta Hagen

Time, Space and Design for Actors by Maxine Klein

New Black Playwrights by William Couch, Jr.

Staff

The staff for this study option are all members of the School Touring Company, a team of teacher/artists, actors, directors, and playwrights experienced in teaching and working in the professional theatre. The School Touring Company participated in the Spring 1975 demonstration METROPATHWAYS program, the 1975 Summer Curriculum Task Force, the Spring 1976 Semester, and the 1976 Summer Curriculum Workshop.

Daily Schedule (Sample Day)

9:30 - 10:00 a.m.	-	Discussion of the day's schedule; homework.
10:00 - 11:00 a.m.	-	Films or discussion with guest artists.
12:00 - 1:00 p.m.	-	Lunch, free time, writing of logs.
1:00 - 2:30 p.m.	-	Rehearsal

Calendar

Scene Study option will meet from 9:30 a.m. to 2:30 p.m. One section of this option will be offered on Thursdays and another section on Fridays.

Thursday	9:30 a.m. to 2:30 p.m.
Friday	9:30 a.m. to 2:30 p.m.

Student Contract

I agree to do the following or withdraw from the METROPATHWAYS program:

I. Complete a log/journal each week of my experiences in the Theatre Arts option. This will include the following: (a) description of class work in general; (b) description of my own work in particular. This will not only be a summary of exercises, but will contain some added insights or specific perceptions that I have gained from the day's activities.

II. Complete homework assignments which, in general, will be prepared in presentation, not in writing.

III. Complete assignments in reading of scenes and plays, and scoring of scripts.

IV. (Optional) Prepare a presentation for my home-school English or Drama class explaining my METROPATHWAYS experience.

_____ _____

Date Teacher Signature

_____

Student Signature

METROPOLITAN PLANNING PROJECT

METROPATHWAYS

Man in the Environment

Curriculum Guide

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

Phone Number: 244-7031

Introduction

This METROPATHWAYS Curriculum Guide represents a further development of the voluntary collaborative metropolitan education programs recommended in the Metropolitan Planning Project's (MPP) Ten Year Plan, METRO WAYS TO UNDERSTANDING. This Plan and these programs are designed, in the words of Dr. Robert I. Sperber, Superintendent of Brookline Schools and Chairman of MPP's Governing Board," ... to bring children together from cities and suburbs for positive educational experiences which will expand their personal horizons and, at the same time, will lead to better understanding among children of diverse racial, ethnic and social backgrounds."*

The METROPATHWAYS program provides expanded learning opportunities and environments for secondary school students from throughout the Boston metropolitan area. It is a continuing program whose goals include:

A. To provide a multi-faceted high school experience where students of different racial, ethnic, and socio-economic backgrounds learn from each other;

B. To provide both urban and suburban students with an opportunity to experience and share the richness and diversity of metropolitan Boston's resources, culture, institutions and heritage.

C. To provide course options which offer students the opportunity to develop cognitive skills and increase their knowledge;

D. To provide educational course offerings and programs that assist suburban and urban school districts in their efforts to reduce student isolation on a voluntary basis;

E. To utilize out-of-school learning sites and/or "third sites";

F. To encourage student mobility and to assist in energy conservation through their use of public transportation.

This guide is intended to provide school administrators, teachers, students and parents with information on the content, activities, schedule and requirements of Man in the Environment, one of the study options that is offered in the METROPATHWAYS program. The curriculum "package" itself, from which this guide was drawn, was revised and developed by the 1976 Summer Curriculum Workshop directed by the METROPATHWAYS Coordinator. The Workshop team included teachers certified in these areas, high school students, parents, and community persons as well as METROPATHWAYS staff.

*Robert I. Sperber, "Foreword", METRO WAYS TO UNDERSTANDING.

Overview

M-15

Man in the Environment is interdisciplinary in approach. Some of the more relevant disciplines are geography, urbanology, history, economics, sociology, politics, public health, technology and ecology. This option uses the technique of on-site exploration with the assistance of working professionals. On-site visits are buttressed with preparatory and post visit discussions and readings. The network formed by Boston Harbor; the Old Middlesex Canal; and the Charles, Mystic, Concord, Merrimack, and Parker rivers interconnect the locations of these activities.

Social and academic goals will be achieved through a 48 hour residential camping experience at an established environmental camp. For those students desiring more knowledge, supplementary material and direction will be made available. Through writing journal entries (containing factual information as well as varying perspectives and impressions), completing worksheets, and working on projects, good observational and communication skills will be promoted.

Course Objectives

The objects of the course will be to afford students the opportunity to:

A. Understand how a community develops and functions as well as what are its needs and services.

B. Gain an appreciation for different types of communities and understand the interdependence of urban, suburban and rural communities.

C. Better understand other students from other communities.

D. Understand the environmental issues confronting the Metropolitan Boston Area from on-site investigation.

E. Explore alternative solutions for specific environmental problems and to form their own opinion as to what is the best solution.

F. Develop an appreciation for the resources within the region - including both urban and suburban communities.

G. Realize the interrelationships of economics, equity and ecology.

H. Explore and understand natural and man-modified environments.

I. Develop good observation and communication skills.

Activities

The activities for Man in the Environment are integrated into one whole. In general these activities can be grouped into three categories.

I, Introduction to Problems and Issues (3 sessions)

Students will be introduced to the goals of the program and will be given an overview of the problems and issues to be explored during this option. Issues of land use and city planning will be stressed. Activities will include exploration of the Boston waterfront; exposure to the city, harbor and local region from the Customs House Tower; observaton of the film "Urbanismo" and the multi-media production "Where's Boston?"; participation in the simulated land use game New Town; and discussions about how a city develops and functions, and of the interrelationships among urban, suburban and rural communities.

II. Predominantly Man-Made Environments (7 sessions)

Through on-site visits with the assistance of working professionals, students will receive in-depth exposure to alternative methods of addressing specific environmental problems. Some of the major issues to be investigated and related areas of interest are energy production, solid waste disposal, recycling, sewage treatment, water resources, land use, economics, air quality, public health, and open space. During this portion of the program students will visit the Boston Edison Mystic Generator, resource recovery and recycling (for profit) companies for urban and suburban areas, Deer Island Sewage Treatment Plant, Cambridge Reservoir, Environmental Protection Agency Laboratories in Lexington, Billerica Waterworks, and the Maritime Port of Boston. The film "Waterworks" concerning the making of Quabbin Reservoir, the water supply for the M.D.C. region, will be shown. A canoe trip on the Charles River will extend from suburban Newton to downtown urban Waltham.

III. Predominantly Natural Environments (6 sessions)

Students will be exposed to the basic concepts of ecology and will explore various local habitats. To be investigated are fresh water marshes, rivers, estuaries, fields, seashore, sand dunes, and Boston Harbor Islands. Great Meadows and Parker River (Plum Island) National Wildlife Refuges will be visited as will be Thompson and George's Islands. A 48-hour residential camping experience will expose students to rural land use, forest upland and a variety of wetlands.

Course Requirements

Students will be required to write weekly logs of what they felt and learned in each class, as well as to complete homework assignments and some class worksheets. They will also have to complete an individual or group project that has been approved by the teaching teams. A list of suggested projects will be given to students at the beginning of the semester. The METROPATHWAYS program encourages school districts to grant students academic credit for participation in this study option and successful completion of the requirements.

Staff

The staff for the Man in the Environment study option will consist of a team of three teachers and resource persons with specialized backgrounds and interest in environmental studies. Resource people will provide on-site presentations and will be experienced with high school groups.

Daily Schedule (Sample Day)

On some days the full day will be spent on a particular activity (e.g. a visit to a Boston Harbor Island or a canoe trip on a river spanning suburban and urban environments). On other days the program will consist of a variety of activities. An example of this type of schedule is the program below which will be used for one day's activities:

9:30 - 10:00 a.m. - View short film about freshwater marshes and their significance to man and the natural environment. Discuss the advantages and disadvantages of filling in marshes for development.

10:00 - 10:45 a.m. - Departure for trip to Billerica Waterworks.

10:45 - 11:45 a.m. - Tour Billerica Waterworks - a highly sophisticated water filtration plant which takes its water from the surface of the murky and algae covered Concord River. Students will be given a presentation and will be able to view the Quality Laboratory, various steps in filtration process, and the adjacent river.

11:45 - 12:15 p.m. - Board bus for trip to Great Meadows National Wildlife Refuge. Eat lunch on bus.

12:15 - 1:30 p.m. - Arrive at Great Meadows. Divide into groups, each with an instructor, before setting off on various trails of interest. The contained fresh water marsh will be compared to the adjacent free-running Concord River. Worksheets will be used to illustrate the different habitats, animals, and plants to be found. The nearby sewage beds will be visited. Each instructor using a refuge field guide and specialized techniques will explore and discuss the area with a student group.

1:30 - 1:45 p.m. - Student groups join together to discuss their findings. These findings will be related to the morning's film and the Concord River as seen earlier in the day. Speculations will be made about the importance of this wetlands refuge and how man may affect it.

1:45 - 2:30 p.m. - Board bus for homeward journey to METROPATHWAYS Center.

Calendar

One section of Man in the Environment study option will be offered on each of the following days:

Tuesday	9:30 a.m. to 2:30 p.m.
Wednesday	9:30 a.m. to 2:30 p.m.
Thursday	9:30 a.m. to 2:30 p.m.
Friday	9:30 a.m. to 2:30 p.m.

Student Contract

I agree to do the following or withdraw from the METROPATHWAYS program:

I. Complete a weekly log/journal of my experiences in the Man in the Environment option. This will contain some added insights or specific perceptions that I have gained from the day's activities.

II. Complete an individual or group project approved by the instructors. (A list of suggested projects will be made available at the beginning of the semester. Resources to aid you in your project will also be made available).

III. Complete homework assignments and class worksheets.

IV. Make my project, journal and other written assignments available to other students in my home school who might be interested in enrolling in a METROPATHWAYS option. This might be a display on a bulletin board in the school library.

V. Make suggestions about how to improve this option for the best interests of the class and METROPATHWAYS.

VI. Participate in all aspects of Man in the Environment option to the best of my ability and allow other students to enjoy their participation in this option.

_____ _____

Date Teacher Signature

_____

Student Signature

LEA AND NONPROFIT ORGANIZATION

DISTRICT-WIDE ADVISORY COMMITTEE FINAL REPORT

(For OEEOP Programs)

FORM APPROVED
O.M.B. NO. 51R1051

ESAA PROJECT

This report must be completed by the chairperson of the advisory committee in consultation with the committee, and should represent the consensus of the group. The report is to be signed by each advisory committee member. This report will then be submitted to the Office of Education by the ESAA grantee as part of the grantee's report on the ESAA project. Individual advisory committee members should feel free to send further comments directly to the appropriate Regional Office of Education if they wish.

NAME OF GRANTEE
Metropolitan Planning Project

GRANT NUMBER
G007600051

ADVISORY COMMITTEE CHAIRPERSON

DATE
10/1/75-9/30/77

1. DID THE MEMBERS OF YOUR COMMITTEE UNDERSTAND THE PURPOSE OF THE EMERGENCY SCHOOL AID ACT?

[X] YES [ ] NO

2. DID THE ADVISORY COMMITTEE MEMBERS UNDERSTAND THEIR ROLE?

[X] YES [ ] NO

3. HOW FREQUENTLY DID YOUR COMMITTEE MEET?

[ ] WEEKLY [ ] BI-MONTHLY [ ] OTHER *(Specify)*

[ ] MONTHLY [X] QUARTERLY

4. DO YOU FEEL THE FREQUENCY OF THE MEETINGS WAS?

[ ] TOO OFTEN [X] SUFFICIENT [ ] NOT ENOUGH

5. HOW OFTEN DID THE MEMBERS OF THE COMMITTEE VISIT THE ESAA PROGRAMS TO SEE THEM IN PROGRESS?

[ ] FREQUENTLY [ ] OCCASIONALLY [X] INFREQUENTLY [ ] NEVER

6. HOW OFTEN WERE THE COMMITTEE MEMBERS ENCOURAGED BY PROJECT OFFICIALS TO EXPRESS THEIR REACTION TO AND RECOMMENDATIONS FOR IMPROVING THE ESAA PROGRAMS?

[ ] FREQUENTLY [X] OCCASIONALLY [ ] INFREQUENTLY [ ] NEVER

7. HOW OFTEN WERE THE RECOMMENDATIONS OF THE COMMITTEE MEMBERS TO SCHOOL OFFICIALS CARRIED OUT?

[ ] FREQUENTLY [X] OCCASIONALLY [ ] INFREQUENTLY [ ] NEVER

8. HOW EFFECTIVE WAS THE ADVISORY COMMITTEE IN FULFILLING ITS ROLE?

[ ] VERY EFFECTIVE [X] MODERATELY EFFECTIVE [ ] INEFFECTIVE

9. HOW SUCCESSFUL WAS THE ESAA PROGRAM IN ACCOMPLISHING ITS GOAL?

[ ] VERY SUCCESSFUL [X] MODERATELY SUCCESSFUL [ ] UNSUCCESSFUL

10. BASED ON YOUR EXPERIENCES AS ADVISORY COMMITTEE MEMBERS, HOW EFFECTIVE DO YOU THINK SUCH A COMMITTEE CAN BE IN MAKING CONTRIBUTIONS TO AN ESAA PROJECT?

[ ] VERY EFFECTIVE [X] MODERATELY EFFECTIVE [ ] INEFFECTIVE

11. WE WOULD LIKE TO KNOW ABOUT ANY SPECIAL PROJECTS OR RESPONSIBILITIES THAT YOUR ADVISORY COMMITTEE MAY HAVE UNDERTAKEN THAT YOU FEEL MADE A SIGNIFICANT CONTRIBUTION TO THE SUCCESS OF THE ESAA PROGRAM *(Attach any comments you may have)*

NUMBER OF STUDENTS ON THE ADVISORY COMMITTEE	NUMBER OF STUDENTS REVIEWING REPORT	GRANT NUMBER
4	0	G007600051

List current membership of the Advisory Committee excluding students, and have each member sign this sheet to indicate that he or she read the report.

NAME	RACE OR ETHNIC GROUP	ORGANIZATION	CHECK IF MEMBER IS A: PARENT OF STUDENT DIRECTLY AFFECTED BY PLAN	CHECK IF MEMBER IS A: CLASSROOM TEACHER	SIGNATURE	COMMENTS
Brenda Smith	Afro-Amer.		X			
Kenneth Allen	White		X			
John O'Brien	White		X			
David Shih	Asian	Chinese Community Council	X			
Carmen Canino	Hispanic	H.O.P.E.				
Reinaldo Rivera	Hispanic	Mass. Latino Media Group				
John Tsang	Asian	Chinese Education Community Center				
John Cawthorne	Afro-Amer.	New Urban League				
Felix Fernandez	Hispanic			X		
Stephanie Fan	Asian			X		
Melvin Hines	Afro-Amer.			X		
Alfren Lennon	White			X		